



Department of Health Administration and Policy

College of Public Health

Syllabus	
Course Information	<p>HAP 697: The Healthcare Quality Environment Location: Distance Education/Canvas</p> <p>Important Notice: This course will be hosted on Canvas starting with Spring 2025 semester. Please ensure you are familiar with accessing and navigating this platform.</p> <p>Resources and support are available at: https://lms.gmu.edu/getting-started-students/ to help you get started. If you have any questions, do not hesitate to reach out to me or contact the ITS Support Center for assistance.</p>
Instructor	<p>See online course Office Hours by appointment.</p>
Course Description	<p>Analyzes the quality and systemic challenges in U.S. health care with a focus on political and environmental influences. Discussion of payer reform, technology, scientific advances, consumer preferences, and health equity. As the landscape changes, the fundamental work of strategists must also change, both in response to and in anticipation of emerging trends. This course addresses those trends and how to meet these new challenges head on.</p>
Course Objectives	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the key actors in the US healthcare system and their role in the quality environment. • Evaluate health policy issues and their impact on health quality. • Explain healthcare payment systems and how these can be used to reward high quality care. • Discuss health equity and special patient populations and their relevance to quality of care. • Describe how medical technology and information technology have impacted care quality.
Course Methodology	<p>The class format will combine reading, lectures, screencasts, discussions, presentations, and other learning tools. The class will be interactive and require every student to be engaged in the classroom discussion and assignments. In addition to the lectures, screencasts and timely completion of assignments, every student will be expected to be an avid consumer of health informatic industry trends, an active participant and a dedicated individual applying what you learn to every element of the course work.</p>
Required textbook(s) and/or materials	<p>The Healthcare Quality Book: Vision, Strategy, and Tools, Fifth Edition Maulik S. Joshi, DrPH Scott B. Ransom, DO, MBA, MPH, LFACHE Elizabeth Ransom, MD David B. Nash, MD</p>

ISBN: 978-1-64055-357-6
 Hardbound, 473pp, 2023
 Textbook is available thru the library, <https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=7101639>
 Other readings as assigned, available online or thru GMU online library.
 Additionally, the course uses a variety of materials freely available on the web.

Course Grading

Graduate MHA	
Grade	Percentage
A+	98-100
A	97 - 94
A-	90 - 93
B+	89 - 87
B	86 - 84
B -	83 - 80
C	70 - 79
F	0 - 69

Deliverables turned in late are subject to a 25% penalty. If you feel you may need a due date accommodation please speak to the professor as soon as you are aware.

Letter Grading Descriptions:

Listed below are grades and academic standards for each grade awarded.

A+ = 98% and above

Clearly stands out as work above the expected for a masters student. Shows exceptional grasp of subject matter, conceptual integration, and exceptional skills.

A = 94-97% and above

Clearly stands out as excellent work. An "A" grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter, conceptual integration, and excellent skills.

A- = 90-93%

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis, application, and very good skills.

B+ = 87-89%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking, analysis, and good skills.

B = 84-86%

Represents satisfactory work. Shows adequate level of thinking, analysis, and satisfactory skills.

B- = 80-83%

Work is below graduate level expectations, skills are below expectation.

C = 70-79%

	<p>Work is clearly unsatisfactory.</p> <p>F = 69% and below Fails to meet minimum acceptable standards.</p>
<p>Computer Requirements</p>	<p>This is a computing intensive course, and all students are required to complete assignments and projects using computer software. Health professionals should know their computers well.</p> <ul style="list-style-type: none"> • <i>Activities and assignments in this course will regularly use the Blackboard learning system, available at https://mymason.gmu.edu. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)</i> • <i>Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.</i> <p>Minimum computer (laptop or desktop) system requirements: Multicore (preferable Intel VT/AMD-V), 8GB RAM, at least 512 GB storage (and 200GB+ free), webcam, speakers, good internet connection.</p> <p>Mac computers are allowed, but students need to do additional configuration – some assignments require windows. Mac users should be able to use Windows through virtualization software. Students must be able to install software and configure their computers, configure security settings, firewall, etc.</p> <p>Students are strongly encouraged to backup all contents of their computers on regular basis. Loss of data cannot be used as excuse for late or not submitted assignments/projects.</p> <p>The class does not require students to purchase any specialized software.</p> <p>Expectations: Students are responsible for assigned readings, class content and material. Students are also responsible for finding right computer equipment that allows accessing the course materials online, and checking email/blackboard on daily basis.</p>
<p>Privacy</p>	<ul style="list-style-type: none"> • <i>All course materials posted to Blackboard/Canvas or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.</i> <ul style="list-style-type: none"> ○ <i>Videorecordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class.</i> ○ <i>Live video conference meetings (e.g. Collaborate or Zoom) that</i>

	<p><i>include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class</i></p> <p>Unauthorized sharing of any of course materials outside the class violates important ethical standards. If it is suspected or discovered that materials are being hosted on a site such as Chegg, professors may use HonorLock to identify and request that materials be deleted.</p>
<p>Common Policies Addendum</p>	<p>Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.</p> <p>Academic Standards Academic Standards exist to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.</p> <p>As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:</p> <ul style="list-style-type: none"> • Honesty: Providing accurate information in all academic endeavors, including communications, assignments, and examinations. • Acknowledgement: Giving proper credit for all contributions to one’s work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports. • Uniqueness of Work: Ensuring that all submitted work is the result of one’s own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work. <p>Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is outlined in the university’s academic standards procedures. Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.</p> <p>The principles outlined in these academic standards reflect our collective</p>

commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit the [Disability Services website](#) for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. Students must use their GMU email account to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, all

non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the “Complainant”) will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason’s confidential employees in [Student Support and Advocacy \(SSAC\)](#), [Counseling and Psychological Services \(CAPS\)](#), [Student Health Services \(SHS\)](#), and/or the [Office of the University Ombudsperson](#).

E-Mail Policy

Web: masonlive.gmu.edu

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback.

Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

Students are also expected to maintain an active and accurate mailing address in order to receive communications sent through the United States Postal Service.

(From the 2017-18 Catalog – catalog.gmu.edu)

Course Evaluation

Teaching – Learning Strategies

- Lectures/Screencasts
- Practice Activities
- Discussion
- Participation
- Individual Assignments
- Final Exams
- Final Presentation and Project

Grading Components	Percentage of Course Grade
Midterm Exam	20%
Final Exam	30%

	Term Paper	30%	
	Term Paper Presentation	10%	
	Discussion Board Participation	10%	
Discussion Board – 10%	<p>Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the discussion topics with authority. You are encouraged to make notes on your own thoughts about the various concepts and issues, and consider possible issues/outcomes. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What did you disagree with and why, or not understand?</p> <p>Initial/Original Post Please post what you view as the appropriate responses to the above prompts. Your initial post should be 150-300 words. Please provide response with a clear, well-formulated thesis; sentence structure, grammar, punctuation, and spelling count. Support all posts with appropriate rationale and citations from readings; appropriately document sources.</p> <p>Responding to Others Response, if required, to at least one classmate’s posting should be approximately 200 words and should be thoughtful, substantial, polite and more extensive than a simple “well done” phrase or “I agree.” Consider points of agreement, disagreement, assumptions, and value judgments. You will be able to respond to others after you submit your initial post.</p> <p>Instructions Each student will make at least one original post by Thursday 11:59 PM, EST, and react to at least one of your peers’ posts, if required, by Sunday 11:59 PM, EST.</p> <p>AI NOTE: Generative AI is not to be used for completing your assignments. Credit will not be given for assignments created using generative AI. You may use AI to edit your responses for clarity and tone.</p>		
Midterm – 20%	You will complete the Midterm Exam in Blackboard by 11:59 PM, ET Sunday of Week 4.		
Final Exam – 30%	You will complete the Final Exam in Blackboard by 11:59 PM, ET Sunday of Week 8.		
Term Paper - 30%	You will complete the Term Paper in Blackboard by 11:59 PM, ET Sunday of Week 7. Assignment guidelines can be found in the Blackboard course.		
Term Paper Presentation – 10%	You will complete the Term Paper Presentation in Blackboard by 11:59 PM, ET Wednesday of Week 8. Assignment guidelines can be found in the Blackboard course.		
Need Help?			
Personal Support Center, call 24/7: 1-703-348-5006, ext 3 or Mason@personalsupportcenter.com			