



## COURSE OUTLINE: HCA118 - INNOVATION IN HEALTH

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<b>Course Code: Title</b>	HCA118: INNOVATION IN HEALTHCARE
<b>Program Number: Name</b>	2186: HEALTH CARE ADMIN
<b>Department:</b>	BUSINESS/ACCOUNTING PROGRAMS
<b>Semesters/Terms:</b>	21W, 21S
<b>Course Description:</b>	
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<p><b>2186 - HEALTH CARE ADMIN</b></p> <p>VLO 1 Address the needs of a diverse patient population using best practices to ensure progressive and positive processes within a health care facility.</p> <p>VLO 2 Achieve positive outcomes using core concepts of quality, patient safety, patient &amp; Family centred care.</p> <p>VLO 4 Communicate effectively and appropriately with patients, families, and members both in the health care and administrative teams to maintain a wholly interactive environment.</p> <p>VLO 7 Support evidence informed decision making, using critical thinking skills and best practices in the administration of a healthcare facility.</p> <p>VLO 8 Outline strategies to manage risks in the business activities of a health care organization.</p>
<b>Essential Employability Skills (EES) addressed in this course:</b>	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 4 Apply a systematic approach to solve problems.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p>

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



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EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Other Course Evaluation & Assessment Requirements:**

Refer to the Course Outline Addendum 2018 / 2019 below and on the Learning Management System (LMS) for additional information

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
Describe and evaluate change management frameworks in a health care context	1.1 Identify and discuss the concept of `change` and `change management` in relation to health care 1.2 Compare and contrast various change management frameworks and models used in Canadian health care environments 1.3 Reflect on professional experiences with organizational change considering the approach utilized, outcome, and the contributing factors to the success or failure of the change 1.4 From the literature, identify `wicked problems` in health care and explore innovative quality improvement ideas to solve those problems 1.5 Apply a change management framework to a quality improvement initiative
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
Assess organizational culture, change readiness, and stakeholder roles related to health care quality improvement	2.1 Discuss the meaning of `quality` and `quality improvement` in health care, including the 6 dimensions of quality 2.2 Explore the terms `culture` and `change readiness`, and describe the impact of organizational culture on patients and families 2.3 Analyze the impact of organizational culture on change improvement planning, implementation, and sustainment 2.4 Identify key stakeholders and explore how to effectively engage early adopters, late adopters, and resisters at all stages of a change initiative 2.5 Explore the role of evidence in changing organizational culture 2.6 Discuss the role of the leader and executive / senior sponsorship and support during organizational change initiatives 2.7 Identify barriers to change and apply a structured creative problem-solving approach to preventing, removing or mitigating those barriers
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
Examine and demonstrate critical thinking skills and creative problem-solving approaches to health care challenges	3.1 Explore the concepts of `critical thinking` and `creative problem-solving` and how these concepts apply at various organizational levels in a health care setting 3.2 Utilize critical thinking questioning and other tools to differentiate symptoms of a problem from the actual problem itself

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	<p>3.3 Analyze health care problems including relevant evidence and data (organizational and literature) in order to identify root cause(s)</p> <p>3.4 Recognize and prevent or mitigate personal and organizational biases that may impede critical thinking</p> <p>3.5 Demonstrate application of models and tools to identify a problem, identify root causes, and identify sustainable solutions supported by evidence and data</p>
<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
Describe and apply quality improvement methods in a health care setting	<p>4.1 Describe `rapid cycle improvement` and explore its application in a health care setting and how it supports quality improvements</p> <p>4.2 Compare and contrast rapid cycle improvement and one-time larger scale change</p> <p>4.3 Weigh the benefits and risks of `failing fast` in quality improvement</p> <p>4.4 Demonstrate the ability to write a plan for rapid cycle improvement or Plan-Do-Check-Act (PDCA) to address a current health care quality opportunity that includes key stakeholders</p> <p>4.5 Explore approaches to sustaining change including the Plan-Do-Check-Act (PDCA) approach using relevant literature and examples</p> <p>4.6 Analyze lessons learned from a health care administrator regarding a change initiative, change leadership, or rapid cycle improvements</p>

**Evaluation Process and Grading System:**

Evaluation Type	Evaluation Weight
Assignments (includes written assignments and presentations)	60%
Professional Skills Development	20%
Tests	20%

**Date:** June 17, 2020

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.

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