COURSE OUTLINE: HCA118 - INNOVATION IN HEALTH

Prepared: Rebecca Keown, BA(Hons), MBHL
Approved: Martha Irwin, Dean, Business and Information Technology

Course Code: Title	HCA118: INNOVATION IN HEALTHCARE
Program Number: Name	2186: HEALTH CARE ADMIN
Department:	BUSINESS/ACCOUNTING PROGRAMS
Academic Year:	2024-2025
Course Description:	This course provides students with decision-making and leadership skills to manage organizational transformation. Students will learn how to engage in a variety of models and frameworks to implement and sustain quality improvement-focused change while considering organizational culture and change readiness. The role of research and development, big data, and health analytics in innovation, concentrating on improved patient outcomes, will also be explored.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
This course is a pre-requisite for:	HCL401
Vocational Learning Outcomes (VLO's) addressed in this course: Please refer to program web page for a complete listing of program outcomes where applicable.	**2186 - HEALTH CARE ADMIN** VLO 1 Address the needs of a diverse patient population using best practices to ensure progressive and positive processes within a health care facility. VLO 2 Achieve positive outcomes using core concepts of quality, patient safety, patient & Family centred care. 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. VLO 7 Support evidence informed decision making, using critical thinking skills and best practices in the administration of a healthcare facility. VLO 8 Outline strategies to manage risks in the business activities of a health care organization.
Essential Employability Skills (EES) addressed in this course:	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. EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication. EES 4 Apply a systematic approach to solve problems. EES 5 Use a variety of thinking skills to anticipate and solve problems.

	EES 7	Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8	Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9	Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10	Manage the use of time and other resources to complete projects.
	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.

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
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.
Course Outcome 2	**Learning Objectives for Course Outcome 2**
Assess organizational culture, change readiness, and stakeholder roles related to health care quality improvement.	2.1 Explore the terms `culture` and `change readiness`, and describe the impact of organizational culture on patients and families. 2.2 Analyze the impact of organizational culture on change improvement planning, implementation, and sustainment. 2.3 Identify key stakeholders and explore how to effectively engage early adopters, late adopters, and resisters at all stages of a change initiative. 2.4 Explore the role of evidence in changing organizational culture. 2.5 Discuss the role of the leader and executive / senior sponsorship and support during organizational change initiatives. 2.6 Identify barriers to change and apply a structured creative problem-solving approach to preventing, removing or mitigating those barriers.
Course Outcome 3	**Learning Objectives for Course Outcome 3**
Examine and demonstrate the use of big data and analytics to support health	3.1. Explore the concepts of `innovation`, `research and development`, `big data`, and `health analytics` as they relate to a health care setting.

	innovation.	3.2. Explain historical and recent transformations of the Ontario health care system and evaluate `systems thinking` successes and failures. 3.3. Identify sources of big data and demonstrate their application to specific quality improvement initiatives. 3.4. Analyze key drivers of health care innovation including how big data and analytics have supported the need for change at both an organizational and systems level.
	Course Outcome 4	**Learning Objectives for Course Outcome 4**
	Describe and apply quality improvement methods in a health care setting.	4.1 Discuss the meaning of `quality` and `quality improvement` in health care, including the 6 dimensions of quality. 4.2 Describe `rapid cycle improvement` and explore its application in a health care setting and how it supports quality improvements. 4.3 Compare and contrast rapid cycle improvement and one-time larger scale change. 4.4 Weigh the benefits and risks of `failing fast` in quality improvement. 4.5 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. 4.6 Explore approaches to sustaining change including the Plan-Do-Check-Act (PDCA) approach using relevant literature and examples. 4.7 Analyze lessons learned from a health care administrator regarding a change initiative, change leadership, or rapid cycle improvements.

Evaluation Process and Grading System:	Evaluation Type	Evaluation Weight
	Assignments (includes written assignments and presentations	60%
	Professional Skills Development	20%
	Tests	20%

Date:	June 9, 2024
Addendum:	Please refer to the course outline addendum on the Learning Management System for further information.