COURSE: Patient Experience & Engagement HOSP840

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FORMAT: Online

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Wednesdays: 2:00-3:00 PM (Imo, Face Time, or call)
Also by Appointment

Office Hours: Smith
By Appointment

COURSE OVERVIEW:

This course engages healthcare community in critical issues facing the healthcare industry today. Due to CMS (Center for Medicare & Medical Services), HCAHPS and CGCAHPS requirements; as well as intense industry competition, the effectiveness of healthcare delivery is being measured by the quality of related direct and indirect services, including quality of accommodations, communication, and other auxiliary services. Many of these services are not medical in nature, rather they relate directly to patient experience and engagement. The goal is to make hospitals and medical practices truly hospitable and prepare current and future healthcare providers, doctors, NPs, nurses, healthcare scientists, students and allied healthcare professionals to deeply connect to the emotional side of patient care and experience. These emotional experiences especially, sensory landscape, effective communication and connecting with people from diverse backgrounds and cultures are critical to patient engagement, patient confidence and healing. Current hospital staff and future healthcare managers need to better prepare to face the changing healthcare
COURSE OBJECTIVES:

Upon completion of the course, the student will be able to:

1. Define and distinguish between Patient Experience, Patient Engagement, and Employee Engagement
2. Measure, analyze and evaluate CGCAHPS, HCAHPS and other population health data aimed at patient experience and engagement, both qualitatively and quantitatively
3. Manage changing expectations, one sense at a time, at all levels: Individual, organizational and the larger society and identify vital behaviors necessary for success of healthcare operations
4. Analyze and prepare strategies and action plans for establishing an effective and tangible sensory branding to emotionally connect to patient healing, experience and engagement
5. Define various forms of culture and create an organic culture of empathy, service generosity, patient experience and engagement
6. Appreciate and prepare organizational assets for the pace of change and innovation
7. Put it together to create lasting impressions and promote positive feelings to make healthcare totally hospitable.

Methods of Instruction:
HOSP 840 employs a diverse learning format to accommodate variety of learning styles. Included are Action Learning, multimedia, case studies and optional online team projects. Action learning projects are field-based and require working with establishments. Weekly online discussions and industry guest appearances will be a part of the instructional design.

Required Texts:

Recommended Reading:

A sample chapter could be reviewed at: https://az414866.vo.msecnd.net/cmsroot/firestarterpublishing/media/firestarterpublishing/blad/cg_cahps_blad_20150123_hr.pdf
Suggested Readings:

- Patient Experience Journal

Course Evaluations:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participation in Discussions &amp; Class Activities</td>
<td>10 Points</td>
</tr>
<tr>
<td>• Write-to-Learn (WTL) Assignment</td>
<td>42 Points</td>
</tr>
<tr>
<td>• Case Studies</td>
<td>05 points</td>
</tr>
<tr>
<td>• Announced Quizzes</td>
<td>10 points</td>
</tr>
<tr>
<td>• Final Projects</td>
<td>30 points</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Assignment Deadlines

The projects and assignments are due on the dates shown on the Course Calendar or Modules. To gain a full credit for late assignments, a justification of delay is expected.

Your final letter grade will be determined as follows:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>59 or less</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>86-9</td>
<td>84-85</td>
<td>76-79</td>
<td>74-75</td>
<td>70-73</td>
<td>66-69</td>
<td>64-65</td>
<td>60-63</td>
<td>59 or less</td>
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<tr>
<td>90-93</td>
<td>86-9</td>
<td>84-85</td>
<td>76-79</td>
<td>74-75</td>
<td>70-73</td>
<td>66-69</td>
<td>64-65</td>
<td>60-63</td>
<td>59 or less</td>
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<td>80-83</td>
<td>86-9</td>
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<td>60-63</td>
<td>59 or less</td>
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</table>
**Academic Honesty**

2016-2017 UD Catalog --> 2016-2017 Undergraduate ... **Academic honesty** and integrity lie at the heart of any educational enterprise. Students are expected to visit:


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**WRITE-TO-LEARN ASSIGNMENTS: DESCRIPTION**

**WHAT IS WRITE-TO-LEARN PEDAGOGY?**

"Write-to-Learn pedagogy builds on the fact that writing promotes active learning. Writing-to-Learn assignments invite students to explore ideas raised in class discussion or reading, rephrase course content in their own words, make tentative connections, hypothesize, inventory what they know at this point in the class, and try out interpretations. WTL assignments also invite students to develop questions and take risks in content and style."

Source: [https://www.drew.edu/writingstudies/writing-across-the-curriculum/resources/write-to-learn-assignments-for-the-college-seminar](https://www.drew.edu/writingstudies/writing-across-the-curriculum/resources/write-to-learn-assignments-for-the-college-seminar)

**Required:**

1. Read the assigned chapters in the course calendar (Modules).
2. Write a one-to-two page summary for each assigned chapter or assigned article. Identify the main point of the argument and several key subordinate points
3. Write a paragraph in which you agree with some aspect of the argument advanced by the writer
4. Write a paragraph in which you disagree with some aspect of the argument advanced by the writer
5. Finally, for each chapter or article make a one-page summary table or any visual chart that visually summarizes all of the above activities

**Due Date:** Please refer to course modules and weekly assignments

**Assignment Delivery Format:** Post assignment in discussions
**Assignment Rubrics:** Each W-T-L assignment carries 5 points toward your final grade. W-T-L projects will be evaluated based on the following rubrics:

<table>
<thead>
<tr>
<th>Content</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is poorly developed, with supporting details that are absent or vague. Unclear wording reflect lack of understanding of topic and audience.</td>
<td>Topic is evident with some supporting details; generally meets requirements of assignment.</td>
<td>Topic is well developed, effectively supported and appropriate for the assignment. Effective thinking is clearly and creatively expressed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure is poorly followed or is incomplete. Presentation is not professional.</td>
<td>All steps are followed and identified for ease of understanding. Adequate presentation.</td>
<td>Writing is clearly organized around requirements. Each part is clear with a well-planned presentation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing lacks sentence variety. Significant deficiencies in wording, spelling, grammar, punctuation, or presentation. Sources, if consulted, poorly cited.</td>
<td>Some sentence variety; adequate usage of wording, grammar, and punctuation.</td>
<td>Wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. Effective integration of information.</td>
<td></td>
</tr>
</tbody>
</table>

| Comments: | Points: | |
|-----------|---------|---|---|---|---|
| 0 | .5 | 1 | 1.5 | 2 |
Course Content: Weekly Modules

**Module 1:** Define and distinguish between Patient Experience, Patient Engagement, and Employee Engagement
- Challenges facing healthcare industry today
- Patient Experience: What it means and why it matters
- Patient Engagement: What it means and why it matters
- Employee Engagement: What it means and why it matters

**Module 2:** Measure, analyze and evaluate CGCAHPS, HCAHPS data aimed at patient experience and engagement, both qualitatively and quantitatively
- Major components of HCAHPS
- Key components of CGCAHPS
- Tactics for implementing HCAHPS and CGCAHPS

**Module 3:** Manage changing expectations, one sense at a time, at all levels: Individual, organizational and the larger society and identify vital behaviors necessary for success of healthcare operations
- Define expectations and identify how they are created
- Analyze expectation gap and consequences of not meeting patient expectations
- Proactively manage changing expectations and outcomes
- Fundamentals of service delivery one sense at a time
- Tactics for service recovery

**Module 4:** Analyze and prepare strategies and action plans for establishing an effective and tangible sensory branding to emotionally connect to patient healing, experience and engagement
- Integrate sensory elements to healthcare operations
- Develop sensory branding programs to connect to patient
- Evaluate your existing sensory touch points and identify vital behaviors necessary for success of healthcare operations
- Avoid sensory discontinuity

**Module 5:** Define various forms of culture and create an organic culture of empathy, service generosity, patient experience and engagement
- How is organizational culture created, modified, and maintained
- Organic culture vs. mechanistic culture
- Strong cultures vs. weak cultures
- Culture of empathy, listening, and service generosity
- Influencing individual, team and work environment towards sustaining vital behaviors
- Recruit, train, manage performance and reward to create cultural consistency
- Goal setting, coaching, providing feedback and guiding the principles of crucial conversations
Module 6: Appreciate and prepare organizational assets for the pace of change and innovations
• Demographic trends affecting healthcare
• Globalization of healthcare
• Technological impacts
• Shift to consumer-driven economy
• Socio-cultural change
• Sustainability
• Implement change

Module 7: Put it together to create lasting impressions and promote positive feelings to make healthcare totally hospitable.
• Online multimedia presentations of action learning project

Final Project: ALTERNATIVE 1 – TEAM OR INDIVIDUAL

Details on Canvas.

Final Project: ALTERNATIVE 2 – OPTIONAL PROJECT: TEAM OR INDIVIDUAL (CASE, RESEARCH TOPICS, MULTIMEDIA, ETC.)

Details on Canvas.