

King Saud University

College of Business Administration (CBA)

Health and Hospital Administration Department

Course Code	Course syllabus of:	Credits
PA 553	<b>QUALITY ASSESSMENT &amp; PERFORMANCE ANALYSIS</b>	3

Lecturer: Wadi B. Alonazi

1435/136 Hijri

1<sup>st</sup> semester 2014/2015

الايمل الجامعي هو الوسيلة الوحيدة والرسمية للتواصل مع الطلاب  
Blackboard دائرة المعرفة الافتراضية غير الفصل هي نظام إدارة التعلم

**Welcome** to this course!

I am pleased to guide you through this semester into many scientific aspects in the field of “TQM”.

The guidelines in this course information will assist you in understanding the academic principles about the studies subject in one hand, and help in improving your knowledge about the intended and relevant issues in TQM on the other hand.

We will look to this subject from the eyes of a health and hospital administrator. So the issues covered in this course are preferably related to the Saudi health context.

Remember, “we are what we repeatedly do. **Excellence**, then, is **not** an **act**, but a **habit**”, as Aristotle quoted long time ago.

You are strongly encouraged to take part in improving the overall ecological system and, I am sure, there are plenty of chances by which one could significantly improve the Saudi health concepts.

Wadi B. Alonazi

HIA, PhD

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## Preamble

“The problem is with the system, and the system belongs to management”.<sup>1</sup>

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<sup>1</sup> W. Edwards Deming

## General information

**Department:** Health and Hospital Department

**Term:** 1<sup>st</sup> term

**Credits:** 3 credits

**Dates:** Sundays (06:00 PM- 09:00)

**Location:** CBA- First Floor

**Course Instructors:** Wadi B. Alonazi (PhD, HIA)

**Academic Year:** 2014 - 2015

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### Required materials:

1. Selected articles based on the subject lists+ Available reference

2. Selected chapters from advanced health services reference.

### 3. Additional Arabic knowledge about:

النظام الصحي السعودي واللائحة التنفيذية للنظام  
نظام معايير اعتماد المستشفيات في المملكة العربية السعودية CBAHI  
أخرى- بالاتفاق

## Introduction

This course is primarily devoted to the fundamental principles of Total Quality Management (TQM). We will learn and apply the concepts of health theories and some conceptual frameworks, and understand the risks facing hospitals and communities as major determinants of health. We will use theory and real world examples to demonstrate how to assess our Saudi Healthcare System.

Also, this course will introduce you to frameworks and advanced tools to measure and value the community and personal domains. It will also help you in decision-making.

Basically, this course is divided into three parts:

1. Understanding the conceptual framework of TQM with some supported theories.
2. Explanation of the basic principles of TQM on communities and health care levels, including structure, process, risk factors, disease determinants, causation, and public health surveillance.
3. Evaluating the current healthcare system as well as projecting the risk and the challenges that SA healthcare system may face.

In simple words:

This course is an overview of the advanced healthcare management skills. It is designed to introduce you to the skills and capabilities of professional managers that are essential for all management positions. You will develop the industry specific knowledge you will need to apply these skills. Further, you will learn about your own leadership style and how to utilize your style as work with others, whose styles may differ, through a series of team oriented exercises. To accomplish these tasks, the course draws upon perspectives from organizational theory and organizational behavior to examine current management and leadership topics within the unique context of the Saudi Healthcare System.

## Inclusivity Statement

We understand that our members represent a rich variety of backgrounds and perspectives. The program of Health and Hospital Administration in CBA is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their colleagues;
- appreciate the opportunity that we have to learn from each other in this community;
- value each other's opinions and communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the SA community and
- respect each other and value the work of others.



## Course information

Major ideas shaping modern health are introduced: theory, health population regulation, risk factors, infectious disease, and TQM activities. The role of health services management is extensively discussed within the course of time. Every subject is preferably linked to the managerial and environmental perspectives within health services management. TQM acquaints the student with the dynamics of advanced relationships between decision-makers, health recipients, health professionals, and health policy makers.

### Purpose

This course is designed to provide graduate students of the Master's Degree Program in Health and Hospital Administration with specific health advanced issues related to health services management. Further, the course will provide students with some principles and appropriate techniques for the governing board and governance structures. The aim of such approach is to gain a demonstration in the variety and complexity of the manager's role in guiding complex health services organizations, including issues related to affordability, work design, and external body evaluation. Topics in this course cover a wide range of advanced health issues such as structural aspects, process implications, and health outcome measures, but focusing on the role of TQM in managing such issues. Students will have the opportunity to learn about a number of health care issues related to the population and community and the possible solutions for such issues.

### Learning Objectives:

Develop a knowledge base of advanced healthcare principles to understand the dynamic interplay of policies and procedures within healthcare system. Apply and analyze basic parameters to characterize hospital changes and significant improvement. Diagnose and improve the communication and coordination challenges facing a health services organization. Describe how to build a learning organization through changes in structure, tasks, information sharing, strategy, and culture. Recognize and effectively deal with planned and unplanned change in organizations. Identify and be able to evaluate the functions, structure and performance measures of good health care organizations.

### Student learning outcomes

There are five main pedagogical outcomes of this course:

1. Learn the fundamental concepts that define the field of health.
2. Gain experience with conceptual and theoretical models used to describe healthcare systems.
3. Gain experience in reading, discussing, and synthesizing primary literature in health.
4. Gain experience in creating and conducting field/research studies in TQM.
5. Increase skills in oral and written presentation of ideas and results from health studies.

## Elements and Performance Criteria

Table 1 Elements in measuring competency

ELEMENT	PERFORMANCE CRITERIA
1. <b>Analyse</b> the theory and conceptual frame of health functions at a macro systems level	<ul style="list-style-type: none"> <li>✓ Employ appropriate health definition, communication, and terminologies.</li> <li>✓ Differentiate between some conceptual frameworks implemented in TQM.</li> <li>✓ Outline some key cultures that may influence the TQM in certain contexts.</li> <li>✓ Identify <i>the relationships in health</i> succession.</li> <li>✓ Identify areas of complexity, simplicity, and contemporary issues within the advanced healthcare system.</li> <li>✓ Identify <i>interactions between elements</i> of health functions.</li> <li>✓ Demonstrate awareness of the potential legal application of issues related to TQM.</li> </ul>
2. <b>Evaluate</b> the role and function of the health administrator in enhancing effective TQM in hospital and community levels.	<ul style="list-style-type: none"> <li>✓ Assess /Argue with or against the current SA health system.</li> <li>✓ Demonstrate <i>methods that encourage niche development</i>, increase complexity in healthcare providers and improve interactions between different components of the system.</li> <li>✓ Evaluate any contemporary health plans in a SA health context that influence the hospitals and healthcare management.</li> </ul>
3. <b>Create</b> effective procedures for the SA health system context	<ul style="list-style-type: none"> <li>✓ Provide feedback/monitor the health performance.</li> <li>✓ Encourage and support subordinates and team members to critique their own health related work</li> <li>✓ Provide and document advice for individual and contribute in TQM consultation improvement cycle.</li> <li>✓ Review measured health system and improve organizational and national performance.</li> </ul>

## Overview of assessment

A person who demonstrates competency in this course must be able to provide evidence that they have knowledge and can manage TQM principles fluently.

### Methods of Assessment:

Well, to be sure that a student has gained knowledge and skills, evaluation is conducted continually. Note within your feedback- in any form- make sure that three expected are presented:

## ***LOGIC + ORIGINALITY + CRITICAL THINKING***

### Academic Integrity

All written assignments and essay exams will be graded for writing style as well as content (i.e. writing mechanics, conciseness, accuracy, appropriate citation of references, and logic). Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the KSU community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, plagiarism, and denying others access to information or material. However, the CBA offers a committee for further clarification and information on grievance procedures. You may refer to the department secretary to raise any relevant issue.

Cheating and/or plagiarism in any form will not be tolerated and will result in failure for the course. Violations of the CBA policy concerning plagiarism and cheating will be determined by the criteria assigned by KSU procedures. All work that is not your own should be properly cited and any of your writing may be submitted to [www.turnitin.com](http://www.turnitin.com) for evaluation. Please see me, if you have any questions regarding proper citations or the differences between group and individual work.

Student evaluation is based on one exam and other class activities:

Table 2 Competency and marks

Presentation	10% (continues)
Participation	10% (continues)
Assignment 1	10% (one/two)
Mid-term exam	10% (once)
Assignment 2	10% (two/two)
Individual project	10% (once)
Final exam	40% (once)

## Presentation

Each student will prepare some presentations for the class and lead a discussion. This will be based on a weekly-distribution of subjects. We have put together a selective subjects and one has to follow the headings accordingly. Students will explore the strengths and limitations of both the theory and the practice expressed while addressing their presentation.

Presentation skills are included, but not limited, to the following list:

1. Use creative and informative materials.
2. Make rehearsal and read as much as you could about your presentation.
3. Involving the rest of the students to participate is imperative.

## Participation

The reason behind participation is sharing equality of opportunity and outcomes. Students need to learn how to participate and contribute as active citizens through chances to explore and appreciate the rich and diverse cultures, languages, and heritages that shape their identities as learners. Through effective participations, students can benefit from each other in many aspects: one of them is the ontological aspect.

## Assignment 1 (group)

Write a (no longer than) 10-page, typed, 12-font, single-spaced article review of any one of the recent published Saudi context TQM subjects (not less than 2010 publication in one of ISI journals).

A good review includes the following elements:

- (1) a compelling introduction;
- (2) a brief description of the article's subject, location, and research methodology;
- (3) a concise summary of the article's major themes and theoretical arguments (rather than a simple listing of "facts" or ethnographic details presented in the article);
- (4) a summary of the article's strengths;
- (5) a critical evaluation of the article's weaknesses (for example, in methodology, ethnographic richness, poor development of arguments, etc.); and
- (6) potential audiences for and uses of the study.

Please edit your review to make sure that it is well-written and logically constructed. Coverage of the aforementioned elements, as well as clarity of writing, will be considered in grading. This article review is due at the end of the 5<sup>th</sup> week. Late reviews turned in after these dates will not be accepted.

### Assignment 1 hints

In the case of an article critique and review, you will:

- A. Summarize—identify the text’s thesis, the methods used, the evidence/data presented, and any contributions to the field. Your summary is your gate to either an interesting subject or uninteresting one.
- B. Analyze and Evaluate—move beyond summary to analyze the text’s relationship to key concepts and other texts in the field, its implications, its applicability to other scenarios, and its strengths and weaknesses.
- C. In the case of a review of literature—an assignment that requires you to look at the relationships among texts—you must not only identify, summarize, and compare literature relevant to the topic under consideration, but also synthesize this literature in order to argue a point about the current state of knowledge. Additionally, your tone should be frequently attended.
- D. Some health and social assignments encourage you to apply an orienting theory to a particular case. Orienting theories help to explain why things such as medical errors, life-cycle, patients satisfaction and disease outbreak occur. For example, you may be asked to apply the social systems theory to explain poverty in a certain community. Before you successfully can apply a theory to a case study, it is imperative that you have a good understanding of the theory. Once you have a good understanding of the theory, you can apply the theory to a specific case study that focuses on a particular unit of analysis (i.e. a social group, agency, or individual). When applying a theory to a particular example, you must analyze the example as it compares to the theory. That is, what does the theory help you to understand about the example? What does the theory fail to help you understand (where is it not a good fit)?

### Mid-term Exam

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and CBA disciplinary action.

Normally, the exams are within the subjects that we have covered recently. The questions deal with essay and critical thinking forms. Use “mind-mapping” before answering your questions. This will help you controlling your flow of ideas.

### Assignment 2 (individual)

You will be assigned a direct question about one of the contemporary health issues in Saudi healthcare industry. Read about Kolb's theory of experiential learning. Based on that theory, you will be asked to analyze critically the situation and provide profound outcomes.

And make a concise critical analyze based one:

1. Its relevance to the current course
2. Application in the Saudi health ecological system

### *Assignment 2 hints*

Your evaluation is based on:

1. Your ability to overview the matter in your own academic words
2. Extracting one of the critical issues in the article: define the issue and explain why it is important
3. What makes this issue good or bad
4. Confine the main lines that the subject could come across the Saudi context and give examples.

Please, use your own words and be aware of the article. You cannot submit less than 5 pages and no way to accept more than 7 pages. More details about the content is available upon request. Feel free and contact me ASAP.

### *Individual Project*

Every individual has to submit a personal project. This project should not be less than 20 pages. Every student has to discuss his/her subject ASAP with the instructor. The subject of the project should be contemporary and MUST include the following:

- Introduction
- Literature review
- Method(preferably mixed methods)
- Data collection
- Data Analysis
- Discussion and recommendations
- Appendixes and Bibliography

### *Individual project hints*

Selecting the relevant subject should fall within current issues in SA context; this may include, but not limited to:

Quality of care, Quality of life, Health outcomes, Accreditation, etc.

Last two weeks (14 and 15), depending on the number of enrollment, 20-30 minutes are left for each student to prove his /her comprehensive understanding and ability in dealing with "TQM" issues in SA. External body may attend this seminar.

You are expected to hand over materials and make the class active, your dealing with the subject must be innovative. Use any materials that attract the audience and always involve them in your dialogue- no monologue in the post-graduate studies.

### *Checklist for Paper Writing*

- Are the problem statement and objectives clearly and concisely written?
- Have the objectives, hypotheses, and research questions been adequately addressed?
- Are the findings, conclusions, and recommendations clearly stated and do they match the objectives, hypotheses, and research questions?

- Where necessary, are significant or potentially controversial statements supported by the literature?
- Are there weaknesses in logic or mistakes in spelling or grammar?
- Are concepts and technical terms adequately explained?
- Could a major point be better presented by a table or graph?
- Is the report/article objective in tone?
- Does the title adequately describe the contents?
- Is the use of headings and subheadings consistent throughout the paper?
- Is each paragraph essential? Does one paragraph flow naturally into the next?
- Are pages, tables, and charts numbered correctly?
- Are all the references necessary?
- Are quotations correct?
- Have you included a table of contents?
- If needed, have you included an abstract or summary of the report?

### Final exam

This is a three-hour exam period. Normally this type of examination investigate the last hierarchy in Blooms' theory.

Seldom do we deal with the lowest criteria in Bloom's theory of learning. Therefore, you are requested to update yourself with all aspects related to ideas of " analyzing, evaluating, and creating", see figure 1.

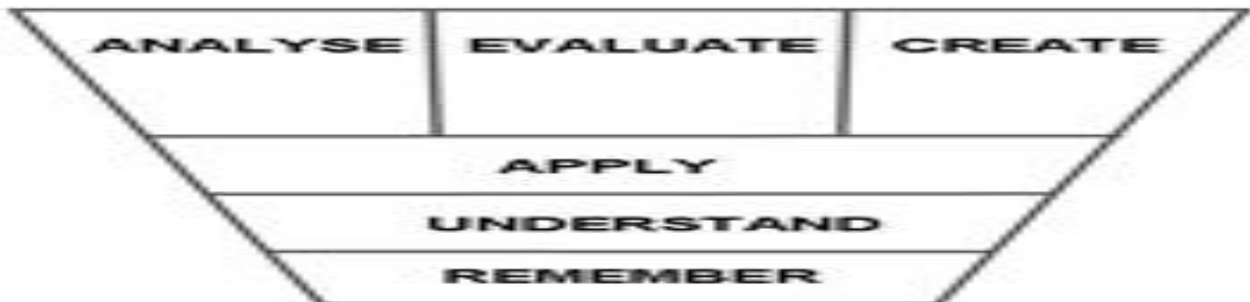


Figure 1 Bloom's theory of learning



## Example :

Table 3 Examples of verbs used in inquiries

Domain	Explanation	Simple questions start with:	Availability
<b>Remembering</b>	can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state	Less questions of this
<b>Understanding</b>	can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase	
<b>Applying</b>	can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write	
<b>Analyzing</b>	can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	More questions of this
<b>Evaluating</b>	can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate	
<b>Creating</b>	can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write	

## Missed quizzes, exams, and assignments

**MISSED EXAMS:** If you need to take ANY of the exams/assignments on a different date, you must talk with me at least **two weeks** beforehand.

Missed exams cannot be made up, other than in the case of special circumstances.

**LATE ASSIGNMENTS:** Unless there are extremely extenuating and verifiable circumstances, work turned in late will lose 10% of the total available points for each day it is late

## How to be successful in this class

These are some hints that may increase your academic performance:

Read assigned material before class.

- Attend all class.
- Talk with your instructors.
- Spend some time studying in groups.
- Use your time management skills.
- Write and edit your assignments several times (5 times minimum).
- When presentation, rehearse, rehearse, and rehearse.
- Again, follow these guidelines, they may help you effectively in your course.



*In-class activities*, you will be given the opportunity to actively apply some of the concepts we cover in the class. Since activities will be based on concepts covered in the text, it is *critical* that you come to class prepared, having completed the assigned reading for that day. Activities will typically be turned in at the end of the class period; some may require you to upload or distribute your work after class. *Since participation and interaction with your peers is a major component of these activities, they cannot be made up if you miss class. Your lowest activity score will be dropped – if you miss an in-class activity, this will count as your lowest score.*

*Assignments*, these are assigned as homework and designed to further illustrate the concepts and methods introduced in the text and lectures. Most sessions will have an associated exercise, and each exercise must be submitted by due date (unless otherwise noted). Remember, late exercises will not be accepted, except in the case of valid and well-documented excuses.

*Participation* entails signing a roster at the beginning of each session or field study (if we have to) (timely arrival is mandatory), and fully participating in the scheduled activity. Since the class schedule is set in advance, conflicts with outside employment will not be accepted as a valid excuse for absence from the class.

*Exams* will reflect the material covered in the lectures as well as any assigned reading. Exams will be composed of short answer, short essay, and problem solving questions. There will be one (or may be two) midterm and one final exam. Make-up exams will be given only for absences with valid, documented excuses. The final exam is a cumulative, i.e., it emphasizes on material presented after the midterm. It is essential that you attend all the lectures, as exams emphasize lecture material.

## Hints on grading

Table 4 Examples of how grading is distributed

Grade	Grading Criteria for Written Answers
<b>A</b> <b>Distinguished Work</b>	<p>Completely and directly answers the question.</p> <p>Makes connections with other parts of the course or related information. Provides insight not readily obtained from class or reading.</p> <p>Supports the answer with detailed evidence that is correct.</p> <p>Uses more than one specific example where appropriate.</p> <p>All information is correct.</p> <p>Uses appropriate terminology throughout the answer.</p>
<b>B</b> <b>Superior Work</b>	<p>Completely answers the question.</p> <p>Mentions a related topic.</p> <p>Provides supporting information from class or textbook.</p> <p>Uses a number of broad or general examples or only one specific example. All information is substantially correct.</p> <p>Uses some of the appropriate terminology.</p>
<b>C</b> <b>Average Work</b>	<p>Minimally answers the question.</p> <p>Provides some supporting data from class or textbook. Uses one broad or general example where appropriate. Most of the information presented is correct.</p> <p>Uses little to no terminology.</p>
<b>D</b> <b>Merely Passing</b>	<ul style="list-style-type: none"> <li>• Almost answers all or most parts of the question.</li> <li>• Provides little supporting evidence or the supporting information is substantially incorrect.</li> <li>• No examples or inappropriate examples.</li> <li>• Part of the answer is wrong.</li> </ul>
<b>F</b> <b>Failing Work</b>	<p>Answers less than half of the question or totally misses the point of the question. Supporting data is lacking, deficient, or incorrect.</p> <p>Most of the answer is incorrect.</p>

## Postgraduate policy

Students are responsible for knowing KSU University policy, procedures, and schedule for dropping or adding classes:

<http://ksu.edu.sa/sites/KSUArabic/Deanships/Grad/publications-booklets/Pages/lists.aspx> .

## Attendance Policy

Students are expected to attend all classes. Absence at some class sessions may negatively affect a student's grade if there are in-class assignments or required participation. If you miss class, it is your responsibility to make up any missed work, including lecture and discussion.

Students are allowed 3 late days for the semester, but late assignments will only be accepted after consultation with the instructor and penalties may be assessed. You may handover the department secretary your assignments.

Please feel free to approach my office, call me or send an e-mail message at an appropriate time.

## Academic ethics code

Students enrolled in the KSU assume an obligation to conduct themselves in a manner appropriate to the University's mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows, or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic record; violation of the rights and welfare of animal or human subjects in research; and misconduct as a member of either CBA faculty or University committees or recognized groups or organizations.

Again, should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and CBA disciplinary action.

## General Behaviour

- Observe sensible standards of behaviour at all times.
- Show good manners and consideration to others, with special regard to those whose facilities we use.
- On guided excursions, do not get ahead of the guide.
- Show consideration for the property of others:
- Do not damage property;
- Do not leave electricity on;
- Do not trample crops;
- Show consideration for our natural environment:
- Do not disturb natural communities;
- Observe conservation regulations.

### Your responsibilities for safety

- Ecological field work involves some inherent risks and hazards because of the places we/ you may go to and the activities we undertake. Severe weather may increase the dangers.
- The potential dangers make it imperative that each individual should co-operate by behaving in order to reduce the risks of accidents.
- Be aware of all special hazards associated with the work; ensure that you know of the precautions, prohibitions and instructions relevant to the exercise; check that you are suitably clothed and equipped for the conditions likely to be prevailing and for the activities to be carried out; provide safety gear and a first aid kit as appropriate.
- Within this framework, you are responsible for your own safety and for not endangering the safety of others.

In particular, you must:

- obey safety instructions, whether written or verbal;
- treat safety equipment with care and respect;
- act sensibly and responsibly at all times.
- If you disregard safety requirements, if you behave irresponsibly or if you endanger yourself or others, you will be dismissed from the course and reported to the Head of the department for possible disciplinary action.
- You should question any apparent disregard of safety by another and refuse to undertake any activity which you consider to involve unreasonable risk.

### Emergency procedures

When any emergency may happen- Allah forbids- evacuate the location and notice others. KSU has a 7/24 line to report any emergency. Call this number when any hazard approaches.

**( 011-4673909)**

In case we have to evacuate the class, the assembly point for us is the one to the East near by the car parking. We have to report there immediately.

## References

While writing, you have to be cautious about linking your argument to what others have already argued. Basically, mastering endnote program for referencing is imperative in this course. You cannot cite manually while you write. There are two standard reference styles in this course. You have to be aware of such styles and in this course, we will adhere to **APA**.

### APA Style:

The style consists of rules and conventions for formatting term papers, journal articles, books, etc., in the behavioural and social sciences. This user guide explains how to cite references in APA style, both within the text of a paper and in a reference list, and gives examples of commonly used types of references.<sup>2</sup>

#### Reference Citations in the Text:

- **Single author:** Use the author's last name, year.  
(Morse, 1996) OR Morse (1996) showed that...
- **Two authors:** Use both authors' last names, separated by an ampersand if in parentheses.  
(Ringsven & Bond, 1996) OR In their study, Ringsven and Bond (1996)
- **Three to five authors:** Use all authors' names and year, the first time the reference occurs; in subsequent citations, include only the first author followed by "et al." and the year.  
First citation: (Johnson, Brunn, & Platt, 2002) OR Johnson, Brunn and Platt (2002)  
Subsequent citations: (Johnson et al., 2002). Omit the year if the subsequent citation is in the same paragraph.
- **Six or more authors:** Use only the first author followed by et al. and the year.  
(Arpin et al., 2001) OR Arpin et al. (2001)  
If two references with the same year shorten to the same form, cite the name of the first authors and as many of the subsequent authors as necessary to distinguish the two references, followed by a comma and et al.
- **Groups as authors:** Corporation, association, and government names are given in full in the first citation, and may be abbreviated thereafter if the name is long.  
(The Michener Institute, 2002) OR The Michener Institute (2002) reported that...
- **Personal communication** used as a citation should be avoided, unless it provides essential information not available from a public source. Do not include it in the reference list; instead cite the last name and initials of the person and date of communication in parentheses in the text.

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<sup>2</sup> See [http://www.michener.ca/lrc/lrcapa.php#.U8PEI\\_mSx0o](http://www.michener.ca/lrc/lrcapa.php#.U8PEI_mSx0o)

(T. K. Lutes, personal communication, September 28, 1998) OR

T.K. Lutes (personal communication, September 28, 1998)

- **Internet sources** may, in time, be deleted, changed, or moved, so it is a good idea to keep a hard copy for your records. Also, take care to critically evaluate the reliability and scholarly relevance of the information.
- **Direct quotes** are to be used very sparingly. Incorporate short quotes of fewer than 40 words into the text and place quotation marks around the quote. Quote 40 or more words in a double-spaced block of text indented 5 spaces from the left margin, without quotation marks. Give specific page numbers.

"quote" (Miele, 1993, p. 276) OR Miele (1993) found that "quote" (p. 276).

For bibliography stick to Endnote program (X5 or above).

## Tentative Course Schedule

This plan is based on a graduate level course. Course teaching requires once weekly meeting based on the university graduate requirements for three hours and requires students to keep a journal. However, this may change to accommodate guest presenters and student needs.

Table 5 Tentative schedule

<i>Week and date</i>	<i>Topics</i>	<i>Subjects / Pages</i>	<i>Remarks</i>
<b>1<sup>st</sup> 07 Sep.</b>	Introduction to the Course	Introducing the instructor and the students to each other and to the subject	The instructor and the students
<b>2<sup>nd</sup> 14 Sep.</b>	Introduction to Healthcare Quality	Almoqbal 1-28	
		Yazeed 29-54	
		Almutairi Arti-1	
		Shaker Arti-2	
<b>3<sup>rd</sup> 21 Sep.</b>	Chapter1	1-10 Majid	
	Chapter 2	13-29 Moataz	
	Chapter 3	32-69 Saad	
<b>4<sup>th</sup> 12 Oct.</b>	Chapter 4	73-108 Aljawayn	Assignment one is Due
	Chapter 5	111-129 Khalid	
	Chapter 6	131-161 Hamed	
<b>5<sup>th</sup> 19 Oct.</b>	Chapter 7	163-179 Ahmed	
	Chapter	180-206 Alhelal	
	Chapter	210-229 Omar	
<b>6<sup>th</sup> 26 Oct.</b>	Endnote - Basic	Lecturer	Bring your Laptop with installed Endnote X7
<b>7<sup>th</sup> 02 Nov.</b>	<b>Mid Term Exam</b>		
<b>8<sup>th</sup> 09 Nov.</b>	TBA	Almoqbal	
	TBA	Yazeed	
	TBA	Almutairi	
	TBA	Shaker	
<b>9<sup>th</sup> 16 Nov.</b>	TBA	Majid	
	TBA	Moataz	
	TBA	Saad	

<i>Week and date</i>	<i>Topics</i>	<i>Subjects / Pages</i>	<i>Remarks</i>
<b>10<sup>th</sup> 23 Nov.</b>	TBA	Aljawayn	Assignment Two is Due
	TBA	Khalid	
	TBA	Hamed	
<b>11<sup>th</sup> 30 Nov.</b>	TBA	Ahmed	
	TBA	Alhelal	
	TBA	Omar	
<b>12<sup>th</sup> 07 Dec.</b>	Project presentation and incomplete issues	Group 1	
<b>13<sup>th</sup> 14 Dec.</b>	Project presentation and incomplete issues	Group 2	
<b>14<sup>th</sup> 21 Dec.</b>	Project presentation and incomplete issues	Group 3	
<b>15 04 Jan.</b>	Final Exam	All previous lectures and materials are included	Tentative date



## Appendixes

### Individual Assignment

#### Individual Assignment Coversheet

DETAILS OF ASSIGNMENT			
STUDENT NAME		ID NUMBER	
EMAIL ADDRESS		PHONE CONTACT	
UNIT CODE * NAME			
ASSESSMENT TITLE			
TUTOR'S NAME:		DATE OF DDUE SUBMISSION:	

DECLARATION	
I declare that (the first four boxes must be completed for the assignment to be accepted): <ul style="list-style-type: none"> <li><input type="checkbox"/> This assignment does not contain any material that has previously been submitted for assessment at this or any other university</li> <li><input type="checkbox"/> This is an original piece of work and no part has been completed by any other student.</li> <li><input type="checkbox"/> I have read and understood the avoiding plagiarism guidelines at <a href="http://ksu.edu.sa/sites/KSUArabic/Deanships/Grad/publications-booklets/Pages/lists.aspx">http://ksu.edu.sa/sites/KSUArabic/Deanships/Grad/publications-booklets/Pages/lists.aspx</a> and no part of this work has been copied or paraphrased <b>from any other source</b> except where this has been clearly acknowledged in the body of the assignment and included in the reference list.</li> <li><input type="checkbox"/> I have retained a copy of this assignment in the event of it becoming lost or damaged</li> <li><input type="checkbox"/> (optional) I agree to a copy of the assignment being retained as an exemplar for future students (subject to identifying details being removed).</li> </ul>	
Student Signature:	Date:

DETAILS OF FEEDBACK			
Office Use Only			
Date Received		Received by	
Total Mark / Grade		Marker	

## Group Assignment

### Group Assignment Coversheet

#### DETAILS OF ASSIGNMENT

STUDENT NAMES and signatures

.....

.....

UNIT CODE \* NAME

ASSESSMENT TITLE

TUTOR'S NAME:

DATE OF SUBMISSION:

#### DECLARATION

We declare that ( the first four boxes must be completed for the assignment to be accepted):

- This assignment does not contain any material that has previously been submitted for assessment at this or any other subject/ department/ university.
- This is an original piece of work and no part has been completed by any other student than those signed above.
- We have read and understood the avoiding plagiarism guidelines and no part of this work has been copied or paraphrased **from any other source** except where this has been clearly acknowledged in the body of the assignment and included in the reference list.
- We have retained a copy of this assignment in the event of it becoming lost or damaged.
- (optional) We agree to a copy of the assignment being retained as an exemplar for future students (subject to identifying details being removed).

**Student acknowledgement (each member of the group must agree to the above before including their typed name above):**

**Date:**

#### DETAILS OF FEEDBACK

Office Use Only

Date Received/ by

Total Mark / Grade

Marker

HHA- F2

## Evaluation form

### Presentation evaluation form

NAME OF PRESENTER (S):		DATE:					
TITLE OF PRESENTATION	& Publication date	From:	To				
PRESENTATION COMPONENT		<b>STRONGLY DISAGREE</b>	<b>DISAGREE</b>	<b>SLIGHTLY DISAGREE</b>	<b>SLIGHTLY AGREE</b>	<b>AGREE</b>	<b>STRONGLY AGREE</b>
<b>CONTENT AND ORGANIZATION</b>							
The introduction section was effective							
The objectives of this aspect of the project were clearly presented							
The presentation had an effective communication structure and the logic of the project activity was clear							
The presentation was effectively targeted to this audience							
The conclusion section was effective							
<b>PRESENTATION STYLE</b>							
The presenter had a professional appearance							
The presenter exhibited confident enthusiasm about the subject material							
The pace of the presentation was appropriate							
The presenter enunciated clearly and spoke at an appropriate volume							
The presenter seemed relaxed in front of the audience gestures by the presenter seemed natural.							
The presenter interacted effectively and made good visual contact with the audience							
<b>Supported material</b>							
The presenter used innovative materials to grasp audience attention.							
<b>RESPONSES TO QUESTIONS</b>							
Presenter clearly understood the questions before responding							
Responses were concise and accurate							
<b>Strength</b>	<b>Opportunity</b>						
<b>Weakness</b>	<b>Threat</b>						