**Unit 6**

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**Content**

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* **Performance Indicators and Measurement**

**Introduction**

In this unit, you will further refine performance measurements for the performance indicators you are examining. Reasons for possible adjustments might include limited data as one factor and incomplete entries or lack of consistent coding of data, or mismatched data sets from which a meaningful summary has to be generated as other factors. In this unit, you will enhance the client-approved data review project proposal by adding very specific explanations about how you will further refine performance measurements. For example, your client may have made a few suggestions to enhance the data analysis, such as:

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* + Adding a performance indicator.
  + Using a specific benchmark.
  + Using an existing assessment tool.

You will gain feedback from your instructor and colleagues before submitting the performance measurement units and data display for your final data review project report. The goal of this unit is to demonstrate accountability via outcomes data for the proposed project, which will enable a more accurate assessment of your performance as a leader in the workplace.

You will indicate what type of data will be collected and what method will be used to analyze the data. You should integrate concepts from your research to substantiate your selection of the data type and performance metrics.

You may wish to consider the following:

* + Define units of service that relate to your problem statement.
  + Consider the types of measurement units that are applicable to your project (for example, percentage, days, and dollars.)
  + Select both factors and units of outcome measures that will facilitate benchmark comparisons.
  + Note the quality dimensions mentioned in the review of current literature.
  + Provide a rationale for your selected outcome measures. (For example, this is the established industry benchmark.)
  + Provide a proposed format for the display of your data in the final report. This may consist of tables, figures, a new critical path process flow, or any other display.

After your data is analyzed and the final report is completed later in this course, you may choose to follow up with your client via e-mail or phone. You have the option of thanking them for reviewing your initial proposal and you may offer to present or e-mail your final report. This activity is optional, and not graded; yet, a second contact might be beneficial to both the organization and the learner. For early career learners or those new to health care, the opportunity to interface with the practicing health care professional may demonstrate initiative, interest, and skill development which could generate an interview or opportunity. You are encouraged to move out of your comfort zone and seize this opportunity. Good luck!

Learning Activities

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**[u06s1] Unit 6 Study 1**

**Studies**

**Readings**

Read the following articles from the Capella University Library. These articles will support critical thinking for analysis of summarized data within the health care industry.

* + Al-Balushi, S., Sohal, A. S., Singh, P. J., Al Hajri, A., Al Farsi, Y. M., & Al Abri, R. (2014). [Readiness factors for lean implementation in healthcare settings - A literature review.](http://library.capella.edu/login?url=https://search.proquest.com/docview/1536483117?accountid=27965) *Journal of Health Organization and Management, 28*(2), 135–153.
  + Anderson, J. L., Heidenreich, P. A., Barnett, P. G., Creager, M. A., Fonarow, G. C., Gibbons, R. J., . . . Shaw, L. J. (2014). [ACC/AHA Statement on cost/value methodology in clinical practice guidelines and performance measures: A report of the American College of Cardiology/American Heart Association task force on performance measures and task force on practice guidelines](http://library.capella.edu/login?url=https://search.proquest.com/docview/1547339006?accountid=27965). *Journal of the American College of Cardiology, 63*(21), 2304–2322.
  + Grimmer, K., Lizarondo, L., Kumar, S., Bell, E., Buist, M., & Weinstein, P. (2014). [An evidence-based framework to measure quality of allied health care](http://library.capella.edu/login?url=https://search.proquest.com/docview/1512731653?accountid=27965). *Health Research Policy and Systems, 12,* 1–10.
  + Ibom, D., & Soni, P. (2015). [Containing cost of care: Healthcare as a business](http://library.capella.edu/login?url=https://search.proquest.com/docview/1709291916?accountid=27965). *Academic Forum* (conference proceedings), 16–29.
  + Ponsignon, F., Smart, A., Williams, M., & Hall, J. (2015). [Healthcare experience quality: an empirical exploration using content analysis techniques](http://library.capella.edu/login?url=https://search.proquest.com/docview/1685692921?accountid=27965). *Journal of Service Management, 26*(3), 460–485.
  + Roper, K. O., Sedehi, A., & Ashuri, B. (2015). [A cost-benefit case for RFID implementation in hospitals: Adapting to industry reform](http://library.capella.edu/login?url=https://search.proquest.com/docview/1671158972?accountid=27965). *Facilities, 33*(5/6), 367–388.
  + Sedevich-Fons, L. (2014). [Financial indicators in healthcare quality management systems](http://library.capella.edu/login?url=https://search.proquest.com/docview/1536528696?accountid=27965). *TQM Journal, 26*(4), 312–328.
  + Yeh, T.-M, & Lai, H.-P. (2015). [Evaluating the effectiveness of implementing quality management practices in the medical industry](http://library.capella.edu/login?url=https://search.proquest.com/docview/1645538461?accountid=27965). *The Journal of Nutrition, Health & Aging, 19*(1), 102–112.

**Optional – Readings**

* + Knapp, C., Wang, H., & Baker, K. (2014). Measuring quality in pediatrics: Florida's early experiences with the CHIPRA core measure set. *Maternal and Child Health Journal, 18*(6), 1300–1307.
  + Kumah, E., Ankomah, S. E., & Antwi, F. (2016).The role of first-line managers in healthcare change management: A Ghanaian context. *International Journal of Biosciences, Healthcare Technology and Management, 6*(3), 20–33.
  + Sherwood, G., & Zomorodi, M. (2014). A new mindset for quality and safety: The QSEN competencies redefine nurses’ roles in practice. *Nephrology Nursing Journal, 41*(1), 15–22.

**Suggested Writing Resources**

You are encouraged to explore the following writing resources. You can use them to improve your writing skills and as source materials for seeking answers to specific questions.

* + [APA Module](https://campustools.capella.edu/redirect.aspx?linkid=2586).
  + [Academic Honesty & APA Style and Formatting](http://campustools.capella.edu/redirect.aspx?linkid=2845).
  + [Introduction to the Writing Center](http://campustools.capella.edu/redirect.aspx?linkid=4068).

**Learning Components**

This activity will help you achieve the following learning components:

* + Determine the significance of the data.
  + Identify relevant performance indicators, metrics, and benchmarks.
  + Interpret raw data summaries.
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**[u06s2] Unit 6 Study 2**

**Assignment Preparation**

For your assignment in Unit 7, you will develop an audio presentation, with slides, of your final data review project report.

You may use Microsoft PowerPoint or other suitable presentation software to create your slides. Use the speaker’s notes section of each slide to develop your talking points and reference your sources, as appropriate. If you need help designing your presentation, you are encouraged to review the various presentation resources provided for this assignment. These resources will help you to design an effective presentation, whether you choose to use PowerPoint or any other presentation design software.

You may use Kaltura Media, Adobe Connect or other technology of your choice for your audio recording.

* + If you are using Kaltura Media, refer to [Using Kaltura [PDF]](http://campustools.capella.edu/redirect.aspx?linkid=3461) for directions on recording and uploading your video in the courseroom.
  + If you are using Adobe Connect, refer to the instructions and tutorials available from the [Using Adobe Connect](http://campustools.capella.edu/redirect.aspx?linkid=2207) support page.

**Note:** If you use assistive technology or any alternative communication methods to access course content, please contact [Disability Services](http://campustools.capella.edu/redirect.aspx?linkid=1600) with any access-related questions or to request accommodations.

In addition, you should begin revising your timetable which is a part of your proposal from Unit 3, so that it is ready to be included as an appendix to your data review project report in Unit 9. Take some time now to review and update this timetable, as needed, to reflect the final four units of this capstone course (Units 7–10). The timeline will be adjusted to accommodate any new developments or changes in the time frame estimates. This timetable is a required appendix for the final report. You will need to specify the milestones, tasks to be done, responsible parties, and due dates.

**Learning Components**

This activity will help you achieve the following learning components:

* + Address the anticipated needs and concerns of an audience.
  + Apply best practices to the design and development of presentation materials.

[**[u06d1] Unit 6 Discussion 1**](https://courserooma.capella.edu/webapps/blackboard/content/launchLink.jsp?course_id=_161381_1&content_id=_7127825_1&mode=view)

**Proposed Structure for Raw Data Display**

Consider your research on your selected problem. For this discussion:

* + Include your four sentence topic descriptions.
  + Update and include any revisions in your performance indicators and associated measures.
  + Post your final minimum of two proposed visual data summaries.
  + Remember to include a title with an organization name, topic, and year.
  + Be sure to label the performance indicators under measurement and the associated units. These will be the final data display formats for your report.

**Reflection on Readings**

Describe two new concepts or ideas from this unit's readings that intrigued you or were meaningful to you in your profession and explain why you selected these items.

**Response Guidelines**

Respond to the posts of your colleagues according to the Faculty Expectations Response Guidelines.

**Note:** Please use the Unit 6 Discussion Post Reply Table linked in the Resources, when posting your reply. Change the subject line format to "Reply to [colleague's name]." Complete the table for your colleague's post, then copy and paste the table into the Message text box. Please do not attach a Word file.

**Learning Components**

This activity will help you achieve the following learning components:

* + Identify relevant performance indicators and performance measurement units.
  + Identify appropriate structures (pie chart, graph, or spreadsheet) for the visual display of specific data.
  + Construct a visual data display.

**Resources (USE FOR CLASSMATE RESPONSE FOR DQ 1**

* + [Unit 6 Discussion Post Reply Table [DOCX]](https://courserooma.capella.edu/bbcswebdav/institution/MHA/MHA5020/181000/Course_Files/cf_MHA5020_unit_6_discussion_post_reply_table.docx).

[**[u06d2] Unit 6 Discussion 2**](https://courserooma.capella.edu/webapps/blackboard/content/launchLink.jsp?course_id=_161381_1&content_id=_7127826_1&mode=view)

**Fitting Data Into Visual Displays**

Post the raw summarized data you have collected thus far by fitting it into the visual display structures that you created.

**Response Guidelines**

Respond to the posts of your colleagues according to the Faculty Expectations Response Guidelines and seek clarification. Provide a substantive and concise feedback.

**Learning Components**

This activity will help you achieve the following learning components:

* + Construct a visual data display.