



Undergraduate Course Syllabus

IHP 355: Healthcare Regulatory Compliance and Accreditation

Center: Online

Course Prerequisites

HCM 340

Course Description

Students will explore the history and development of key regulatory agency requirements and accreditation standards enacted to improve patient safety and quality. Agencies reviewed will include The Joint Commission, Magnet, OSHA, CMS, and state licensing bodies. Students will also explore how to assess compliance, manage quality and patient safety processes through development of healthcare organization plans, and ongoing evaluation and reporting requirements for key metrics and sentinel events.

Course Competencies

This course covers the following competencies, which represent the knowledge and skills relevant to your field:

- Analyze the impact of principles, healthcare regulations, or accreditation standards on the clinical practice of healthcare institutions
- Analyze regulatory requirements and accreditation standards for how they inform healthcare organizations' deemed status
- Analyze the gaps in operational structures for establishing healthcare organizations' accreditation and compliance programs
- Recommend corrective action strategies to executive leadership at healthcare institutions for establishing and maintaining accreditation and regulatory compliance

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Publication Manual of the American Psychological Association

American Psychological Association

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Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	6	25	150
Journals	4	35	140
Short Paper	1	46	46
Final Project			
Milestone One	1	157	157
Milestone Two	1	157	157
Final Project Submission	1	350	350
			Total Course Points: 1,000

This course may also contain non-graded activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Undergraduate

Grade	Numerical Equivalent	Points
A	93–100	4
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2
C-	70–72	1.67
D+	67–69	1.33
D	60–66	1
F	0–59	0
I	Incomplete	
IF	Incomplete/Failure *	
IP	In Progress (past end of term)	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignments and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	<p>Overview of Accreditation and Regulatory Services in Healthcare</p> <p><i>Patient Safety and Hospital Accreditation: A Model for Ensuring Success</i>, Chapters 1 and 3</p> <p>1-1 Discussion: IOM Aims, the Meaning of Deemed Status (State Status), and Implications for Hospital Safety Programs</p> <p>1-2 Journal: History of Accreditation and Attitude</p> <p>1-3 Final Project: Review</p>

Module	Topics and Assignments
2	Key Regulations 2-1 Discussion: Key Regulations and Their Impact on Healthcare 2-2 Short Paper: Regulatory Certification and Accreditation Standards
3	The Language of Patient Safety and Accreditation <i>Patient Safety and Hospital Accreditation: A Module for Ensuring Success</i> , Chapter 4 3-1 Discussion: Just Culture and What It Means to Accreditation 3-2 Milestone One: Draft of Analysis of Regulations
4	Current Challenges in Accreditation and the Role of Patient Safety <i>Patient Safety and Hospital Accreditation: A Model for Ensuring Success</i> , Review Chapters 5, 13, and 14 4-1 Discussion: Challenges to Patient Safety and Accreditation Compliance 4-2 Journal: Healthcare Attitudes
5	Determining Survey Readiness <i>Patient Safety and Hospital Accreditation: A Model for Ensuring Success</i> , Chapters 7, 8, 9, and 10 5-1 Discussion: What the Organization Should Look Like 5-2 Milestone Two: Draft of Gap Analysis and Recommendations
6	Designing a Culture of Survey Readiness—Leadership <i>Patient Safety and Hospital Accreditation: A Model for Ensuring Success</i> , Chapter 6 and review of Chapters 13 and 14 6-1 Discussion: The “Why” and Why It Is Important 6-2 Journal: Which “Why” Is Most Important
7	Analyzing Regulations and Identifying Gaps 7-1 Final Project Submission: Analysis of Regulations and Gap Analysis With Recommendations
8	The Value of Reporting Errors <i>Patient Safety and Hospital Accreditation: A Model for Ensuring Success</i> , Chapter 1 (review pp. 6–7) 8-1 Journal: Patient Safety Reflection

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in

accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide for prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, or the ADAAA.

For questions about **support services, documentation guidelines, general disability issues, or pregnancy accommodations**, please visit the [Online Accessibility Center](#) (OAC).

As a student, you must complete an interactive intake process, with supporting documentation, in order to be granted accommodations. Once reasonable accommodations are approved by the OAC, you will receive an accommodations letter. You are then responsible for sharing the letter with your instructor. Accommodations are not retroactive.

If you feel you've been subject to discrimination on the basis of disability, by any party, you may file a complaint or grievance. For more information on the ADA/504 Grievance Policy, go to the [Disability and Accessibility Services](#) website.

Academic Integrity Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).