Management Program for Antibiotics and Other Antiinfective Agents.”


Exercise

**Objectives:** To practice using the purpose principle and to better understand how purpose and goals are linked.

**Instructions**

1. This exercise builds on the topic of the Hospital Quality Alliance, introduced in the Chapter 8 exercise. The study results are shown again below.

   Analysis of data from the [Hospital Quality Alliance] national reporting system shows that performance varies among hospitals and across indicators…. [P]erformance scores for acute myocardial infarction closely predicted performance scores for congestive health failure but not for pneumonia…. [O]ur findings indicate that quality measures had only moderate predictive ability across the three conditions. Although a high quality of care for acute myocardial infarction predicted a high quality of care for congestive heart failure, the former was only marginally better than chance for identifying a high quality of care for pneumonia. These data do not provide support for the notion that ‘good’ hospitals are easy to identify or consistent in their performance across conditions (Jha et al. 2005, 265, 272).
2. Read the following scenario.

You are the CEO of a large, tertiary care hospital. You have closely followed your own hospital’s performance on the Hospital Quality Alliance Performance Indicators, which have shown minor, yet steady, improvement over the past year. When the Hospital Compare website went live, for the first time you were able to analyze and compare your organization’s performance with that of the other hospitals in your community, in your state, and across the nation. Your percentile rankings are disappointing. As with other hospital boards of directors, your board has been taking a more active interest and role in quality of care. You want to propose performance improvement goals along with the Hospital Compare results at the next board meeting; however, the medical director for the cardiac service line just showed you the *New England Journal of Medicine* article quoted above. The article brings to mind a question someone asked you several months ago: teaching smoking cessation is a requirement for congestive heart failure, AMI, and pneumonia. Why does the hospital have three different processes to address smoking cessation and three different results in the CMS indicator to comply with teaching smoking cessation, depending on the disease?

3. Practice the purpose principle by writing your responses to the following questions:
   a. What am I trying to accomplish?
   b. Have I expanded the purposes of addressing this problem? What is the purpose of the process or activities involved in response to a?
   c. Have I further expanded the purpose? What is the purpose of response to b?
   d. Have I further expanded the purpose? What is the purpose of response to c?
   e. Have I further expanded the purpose? What is the purpose of response to d?
   f. For the patients, what is the purpose?
   g. For clinical staff, what is the purpose?
   h. What larger purpose may eliminate the need to achieve this smaller purpose altogether?
   i. What is the right purpose for me to be working on? Describe how this purpose differs or does not differ from my original purpose.
   j. Review your responses to the questions above. Given your understanding of purpose, what goals will you present to your board of directors?

4. Compare the goals you selected in #3.j to the goal you selected in Chapter 7 exercise #5. Describe how they are similar or different.