

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSA 6385: Performance Improvement for Healthcare Managers (3 credit hours)**  
Spring: 2015  
Delivery Format: Online and On-Campus  
lss.at.ufl.edu

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## Prerequisites

*Graduate students may request attendance in class.*

*Refer to IHI.org for overview and to set students up for success*

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## PURPOSE AND OUTCOME

### Course Overview

Upon successful completion the HSA 6385 course, students will be able to utilize a variety of managerial, quality improvement, and change process techniques to develop and administer quality and safety initiatives within a healthcare organization. Students will be able to evaluate the current state of a healthcare environment using a systems approach to interpret trends, laws and regulations, analytical data, patient care processes, and identified needs of the system so that a desired state can be articulated, planned for, and achieved through successful implementation.

The HSA 6385 student will be able to:

- 1.0 Develop a quality and safety initiative for a healthcare organization that addresses identified improvements to performance, organizational systems, and processes.
  - 1.1 Incorporate a systematic approach to managing change into a quality and safety initiative for a healthcare organization.
  - 1.2 Describe the current standard of “quality” in the global, national, and UF Healthcare

- environments.
- 1.3 Utilize presentation tools and techniques to examine and chart processes and systems.
- 2.0 Integrate the principles and tools of human resources management, organizational behavior, and the leadership of change to achieve the goals of a healthcare organization.
    - 2.1 Administer quality improvement principles to improve patient care processes.
    - 2.2 Propose specific change process techniques that address the identified barriers of a healthcare organization.
    - 2.3 Describe the various techniques used by organizations to overcome barriers to change.
    - 2.4 Determine when it is necessary to force a function upon an organization to reduce errors.
    - 2.5 Describe the role that leadership plays in achieving quality in a healthcare setting.
- 3.0 Appraise a healthcare setting to locate deficiencies, waste, barriers to improvement, and unidentified needs.
    - 3.1 Utilize analytical tools to measure organizational performance.
    - 3.2 Utilize evidenced-based techniques to analyze patient care processes.
    - 3.3 Identify key stakeholders within a healthcare organization.
    - 3.4 Detect barriers to change within a healthcare organization.
    - 3.5 Characterize the culture of a healthcare organization so that the impact of the culture upon improvement is fully articulated.
    - 3.6 Locate the sources that collectively define “quality” in a healthcare environment.
    - 3.7 Explain the methodology typically used to assess Process Measures, Outcome Measures, and Balancing Measures.
    - 3.8 Utilize appropriate tools to assess variation, reliability, random, and specific-cause variation.
    - 3.9 Identify processes that lead to wasted resources within a healthcare setting.
    - 3.10 Describe the six AIMS for improvement identified by IOM and their impact upon a healthcare setting.
    - 3.11 Determine whether a system weakness or problem is QA, QI, PI oriented.

Learning Objective	Learning Activity	Assessment
1.0	Assigned IHI Assigned Reading Critically Ill	Final Project
1.1	PDSA Template Assigned IHI	Final Project
1.2	Assigned IHI	HCAHPS Checklist
1.3	Brainstorming/Analysis Tools- Fishbone, Flow Chart, Control Chart Assigned IHI	Individual Presentation Final Project
2.0	Rank Order of Reduction	Final Project

	Assigned IHI Reading: The Art of Powerful Questions	Inspire to Care Assignment
<b>2.1</b>	Assigned IHI	Final Project
<b>2.2</b>	Analysis Tools- Fishbone, Flow Chart, Control Chart Case Study	Final Project
<b>2.3</b>	SHCC & Outside Videos Case Study Assigned IHI	Video Assessment
<b>2.4</b>	Rank Order of Reduction Assigned IHI	Final Project
<b>2.5</b>	Assigned IHI Improvement Effective Team Leaders Reading: Leadership that gets Results	Final Project Participation Requirement
<b>3.0</b>	Assigned IHI Care Process Improvement PDCA	HCAHPS Checklist Final Project
<b>3.1</b>	Brainstorming/Analysis Tools→ Fishbone, Flow Chart, Control Chart	Final Project
<b>3.2</b>	Rank Order of Reduction	Final Project
<b>3.3</b>	Assigned IHI Template PDSA	Final Project
<b>3.4</b>	Assigned IHI Inspired to care	Final Project
<b>3.5</b>	Assigned IHI	Final Project
<b>3.6</b>	Assigned IHI	HCAHPS Checklist Final Project
<b>3.7</b>	Assigned IHI	HCAHPS Checklist Final Project
<b>3.8</b>	Assigned IHI Analysis tools- Fishbone, Flow Chart, Control Chart	Final Project
<b>3.9</b>	Assigned IHI	Final Project
<b>3.10</b>	IOM 6 Aims Reading Assignment	Participation Requirement Final Project
<b>3.11</b>	Assigned IHI Case Study	Final Project

## Relation to Program Competencies

Course Objective	Program Competencies	Assignment and Activities
<i>Upon completion of the course students should be able to:</i>		
Develop a quality and safety initiative for a healthcare organization that addresses identified improvements to performance, organizational systems, and processes.	Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public (HEC-2)	IHI Activities, Individual Presentations (In Class Lectures), HCAHPS Checklist, Class Participation, Project Progress at Midterm, Final Project
Integrate the principles and tools of human resources management, organizational behavior, and the leadership of change to achieve the goals of a healthcare organization.	<p>Incorporate principles and tools of human resource management, organizational behavior and change management to achieve organizational goals. (HOP-4)</p> <p>Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals. (LP-5)</p>	Class Participation, Project Progress at Midterm, Final Project
Appraise a healthcare setting to locate deficiencies, waste, barriers to improvement, and unidentified needs.	<p>Design and conduct quantitative analyses and other forms of analyses to measure and improve organizational performance. (BAT-0)</p> <p>Perform environmental scans and needs assessment in support of program and organizational development. (HEC-1)</p>	Individual homework assignments, HCAHPS Checklist, Project Progress at Midterm, Final Project

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## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

#### COURSE GOAL

<p>Week 1 Jan 12</p>	<p>Syllabus and Introduction- Explain the big picture of class and tips for success.</p> <p>Guided Discussion- Brainstorm QI activities experienced in work and/or internships</p> <p>Assignment: Sign into IHI.org and register in Open Classroom Quality Improvement courses Sakai pre-test and Student Analysis Watch Welcome from the Instructor and Course Navigation videos</p> <p>Readings: None</p>
<p>Week 2 Jan 26</p>	<p>Individuals present on assigned readings</p> <p>Guided Discussion/Case Study- Describe who was involved in caring for Mary and involved in poor health outcome Construct a fishbone diagram</p> <p>Readings: IHI.org Quality Improvement course: Q1, 101: Lesson 1 and 2 Critically III: Chapter 1</p>
<p>Week 3 Feb 2</p>	<p>Individuals present on assigned readings</p> <p>Guided Discussion/Case Study- Definition of quality. What is waste, variation, the 6 AIMS? Construct a flowchart to assess steps in Pneumonia treatment in ED.</p> <p>Assignment: HCAHPS Checklist</p> <p>Readings: IHI.org Quality Improvement course: Q1 101: Lesson 3</p>

	Critically III: Chapter 2
Week 4 Feb 9	<p>Individuals present on assigned readings.</p> <p>Group Work- Discuss individual exercise and combine to complete one Handwashing Fishbone and one Handwashing flowchart.</p> <p>Assignment: Fishbone- Handwashing</p> <p>Readings: Critically III: Chapter 3. Review ISMP Reducing Errors</p>
Week 5 Feb 16	<p>Individuals present on assigned readings.</p> <p>Guest speaker- Dr. Southwick</p> <p>Assignment: Questions/exercises from Dr. Southwick Video Assessment, SHCC</p> <p>Readings: IHI.org Quality Improvement course: Q1 101, lesson 4, Q1 102, lesson 1, 2. Critically III: Chapter 4</p>
Week 6 Feb 23	<p>Individuals present on assigned readings.</p> <p>Guided Discussion/Group Work- Review/Construct control chart</p> <p>Readings: IHI.org Quality Improvement course: Q1 102, lesson 3 Critically III: Chapter 5 Leadership That Gets Results</p>
Week 7 Mar 9	<p>Individuals present on assigned readings.</p> <p>Group work- Review Handwashing Template. From previous tools (Fishbone and Flowchart) plug in Background, AIM, Possible improvements, pick one Improvement, Develop Plan, and Measures (decide if/how to use Control chart or other tool to measure).</p>

	<p>Readings:  IHI.org. Quality Improvement course: Q1 105, lesson 1, 3.  Critically Ill: Chapter 6</p>
<p>Week 8  Mar 23</p>	<p>Class turns in Handwashing project</p> <p>Readings:  IHI.org. Quality Improvement course: Q1, 105: Lesson 2  Critically Ill: Chapter 7</p>
<p>Week 9  Mar 30</p>	<p>Guest Speaker- Dr. Southwick</p> <p>Assignment:  Questions/exercises from Dr. Southwick</p> <p>Readings:  The Art of Powerful Question  Care Process Improvement  Health Care Leader Action Guide to Effectively Use HCAHPS</p>
<p>Week 10  Apr 6</p>	<p>Group Work- Apply lessons from previous classes  Work on Final Project/Inspired to care video/media</p>
<p>Week 11  Apr 13</p>	<p>Final Group Presentations</p> <p>Group Work- Apply lessons from previous classes  Work on Final Project/Inspired to care video/media</p>
<p>Week 12  Apr 20</p>	<p>Final Group Presentations</p> <p>Assignment:  Complete Post Test</p>

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

### **Course Materials and Technology**

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Grading

Assignment	Points or percentage
<i>Final Group project and Group test</i>	40%
<i>Project Progress at Midterm</i>	15%
<i>Individual presentations</i>	20%
<i>Individual homework submissions</i>	10%
<i>HCAHPS Checklist</i>	10%
<i>Class and group participation</i>	5%

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0



For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Exam Policy**

I will answer questions regarding assignments, quizzes, exams and self-assessments prior to submission, once submitted and grade given.

### **Policy Related to Make up Exams or Other Work**

The only time a student will be permitted to make up assignments is with an appropriate reason, a note from a physician, and advance permission from professor if not ill.

### **Policy Related to Required Class Attendance**

Part of your class grade is based on class participation in which poor attendance, not showing up for class or not signing into Sakai or IHI and completing the assigned work are part of class participation.

If an assignment is turned in late, a letter grade will be decreased by one letter for every day late.

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior/ Communication Guidelines**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior] <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process *optional in UF Template***

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style, assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health *optional in UF Template***

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your

coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
- Alachua County Crisis Center:  
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.