

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6385: Performance Management for Health Care Managers (3 credit hours)
Spring 2017 | Periods 9-11 (4:05PM-7:05PM) | Room G201 (HPNP)
Delivery Format: Online and On-Campus
<http://elearning.ufl.edu/>

COURSE DETAILS:

Instructor

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Teaching Assistant

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Text Book

Critically Ill: A 5-point Plan to Cure Healthcare Delivery
Frederick Southwick, MD
ISBN-13: 978-1614660163 or ISBN-10: 1614660166

PREREQUITES:

None

- Graduate students across the university may request attendance in class.
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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 identify 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.

Objective	Activity	Assessment
1.0	<ul style="list-style-type: none"> Assigned IHI Reading: Critically Ill 	<ul style="list-style-type: none"> Midterm/Final Projects
1.1	<ul style="list-style-type: none"> PDSA Template Assigned IHI 	<ul style="list-style-type: none"> Midterm/Final Projects
1.2	<ul style="list-style-type: none"> Assigned IHI 	<ul style="list-style-type: none"> HCAHPS Checklist
1.3	<ul style="list-style-type: none"> Brainstorming/Analysis Tools Assigned IHI 	<ul style="list-style-type: none"> Presentations Midterm/Final Projects
2.0	<ul style="list-style-type: none"> Rank Order of Reduction Assigned IHI Reading: The Art of Powerful Questions 	<ul style="list-style-type: none"> Final Project
2.1	<ul style="list-style-type: none"> Assigned IHI 	<ul style="list-style-type: none"> Final Project
2.2	<ul style="list-style-type: none"> Analysis Tools: Fishbone, Flow Chart, Control Chart Case Study 	<ul style="list-style-type: none"> Final Project
2.3	<ul style="list-style-type: none"> Videos Case Study Assigned IHI 	<ul style="list-style-type: none"> Video Assessment
2.4	<ul style="list-style-type: none"> Rank Order of Reduction Assigned IHI 	<ul style="list-style-type: none"> Midterm/Final Projects
2.5	<ul style="list-style-type: none"> Assigned IHI Effective Team Leaders Reading: Leadership that Gets Results 	<ul style="list-style-type: none"> Final Project Participation Requirement
3.0	<ul style="list-style-type: none"> Assigned IHI Process Improvement 	<ul style="list-style-type: none"> HCAHPS Checklist Midterm/Final Projects
3.1	<ul style="list-style-type: none"> Brainstorming/Analysis Tools 	<ul style="list-style-type: none"> Midterm/Final Projects
3.2	<ul style="list-style-type: none"> Rank Order of Reduction 	<ul style="list-style-type: none"> Midterm/Final Projects
3.3	<ul style="list-style-type: none"> Assigned IHI PDSA 	<ul style="list-style-type: none"> Midterm/Final Projects
3.4	<ul style="list-style-type: none"> Assigned IHI Inspired to Care 	<ul style="list-style-type: none"> Midterm/Final Projects
3.5	<ul style="list-style-type: none"> Assigned IHI 	<ul style="list-style-type: none"> Midterm/Final Projects
3.6	<ul style="list-style-type: none"> Assigned IHI 	<ul style="list-style-type: none"> HCAHPS Checklist Final Project
3.7	<ul style="list-style-type: none"> Assigned IHI 	<ul style="list-style-type: none"> HCAHPS Checklist Final Project
3.8	<ul style="list-style-type: none"> Assigned IHI Analysis tools- Fishbone, Flow Chart, Control Chart 	<ul style="list-style-type: none"> Midterm/Final Projects
3.9	<ul style="list-style-type: none"> Assigned IHI 	<ul style="list-style-type: none"> Final Project
3.10	<ul style="list-style-type: none"> IOM 6 Aims 	<ul style="list-style-type: none"> Participation Requirement
3.11	<ul style="list-style-type: none"> Assigned IHI 	<ul style="list-style-type: none"> Midterm/Final Projects

RELATION TO MHA PROGRAM COMPETENCIES

<p style="text-align: center;">Course Objectives</p> <p><i>Upon completion of this course, students should be able to:</i></p>	<p style="text-align: center;">Program Competencies</p>	<p style="text-align: center;">Assignments and Activities</p>
<p>Develop a quality and safety initiative for a healthcare organization that addresses identified improvements to performance, organizational systems, and processes.</p>	<p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public. (HEC-2)</p>	<ul style="list-style-type: none"> • IHI Activities • Individual Presentations (in-class lectures) • HCAHPS Checklist • Class Participation • Midterm Pitch • Final Project
<p>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>	<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>	<ul style="list-style-type: none"> • Class Participation • Midterm Pitch • Final Project
<p>Appraise a healthcare setting to locate deficiencies, waste, barriers to improvement, and unidentified needs.</p>	<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>	<ul style="list-style-type: none"> • Individual Homework Assignments • HCAHPS Checklist • Midterm Pitch • Final Project

DESCRIPTION OF COURSE CONTENT:

Topical Outline/Course Schedule

Week	Topic	Assignments	Readings <small>For following week</small>
Week 1: Jan 9	<ul style="list-style-type: none"> • Syllabus and Introduction: Big Picture and Tips for Success • Guided Discussion: Brainstorm QI/QA/PI activities experienced in work and/or internships 	<ul style="list-style-type: none"> • Sign into IHI.org and register in Open Classroom • Pre-test ⁽¹⁾ and Student Analysis ⁽²⁾ 	<ul style="list-style-type: none"> • None
Week 2: Jan 16	No Class: Dr. Martin Luther King Day		
Week 3: Jan 23	<ul style="list-style-type: none"> • Guided Discussion 		Presentation 1: <ul style="list-style-type: none"> • IHI.org: Q1 101: Lesson 1 ⁽¹⁾ and 2 ⁽²⁾ • Critically III: Chapter 1
Week 4: Jan 30	<ul style="list-style-type: none"> • Group Presentation on assigned readings ⁽¹⁾ • Guided Discussion 	<ul style="list-style-type: none"> • Draft Project Charter ⁽³⁾ • HCAHPS Checklist ⁽⁴⁾ 	Presentation 2: <ul style="list-style-type: none"> • IHI.org: Q1 101: Lesson 3 ⁽³⁾ • Critically III: Chapter 2
Week 5: Feb 6	<ul style="list-style-type: none"> • Group Presentation on assigned readings ⁽²⁾ • Group Work Midterm Prep 	<ul style="list-style-type: none"> • Fishbone Assignment ⁽⁵⁾ 	Presentation 3: <ul style="list-style-type: none"> • Critically III: Chapter 3 • Review ISMP Reducing Errors
Week 6: Feb 13	<ul style="list-style-type: none"> • Group Presentation on assigned readings ⁽³⁾ • Group Work Midterm Prep 	<ul style="list-style-type: none"> • Process Map in Visio ⁽⁶⁾ 	Presentation 4: <ul style="list-style-type: none"> • IHI.org: Q1 101, Lesson 4 ⁽⁴⁾, Q1 102, Lesson 1 ⁽⁵⁾, 2 ⁽⁶⁾ • Critically III: Chapter 4
Week 7: Feb 20	<ul style="list-style-type: none"> • Group Presentation on assigned readings ⁽⁴⁾ • Group Work Midterm Prep 		
Week 8: Feb 27	<ul style="list-style-type: none"> • Midterm Pitches to UF Health Leadership Panel 	<ul style="list-style-type: none"> • Midterm: Draft Pitch 	Presentation 5: <ul style="list-style-type: none"> • IHI.org: Q1 102, Lesson 3 ⁽⁷⁾ • Critically III: Chapter 5 • Leadership That Gets Results Presentation 6: <ul style="list-style-type: none"> • IHI: Q1 105, Lesson 1 ⁽⁸⁾, 3 ⁽⁹⁾ • Critically III: Chapter 6
Week 9: Mar 6	No Class: UF Spring Break		

Week	Topic	Assignments	Readings
Week 10: Mar 13	<ul style="list-style-type: none"> • Group Presentation on assigned readings ⁽⁵⁾ • Group Presentation on assigned readings ⁽⁶⁾ 	<ul style="list-style-type: none"> • Video Assessment ⁽⁷⁾ • Control chart ⁽⁸⁾ 	
Week 11: Mar 20	<ul style="list-style-type: none"> • Guest Speaker: Dr. Southwick (Baron-Lee Out: Alachua Co. Spring Break) 	<ul style="list-style-type: none"> • Questions/exercises from Guest Speaker ⁽⁹⁾ 	<p>Presentation 7:</p> <ul style="list-style-type: none"> • IHI: Q1, 105: Lesson 2 ⁽¹⁰⁾ • Critically Ill: Chapter 7 <p>Presentation 8:</p> <ul style="list-style-type: none"> • The Art of Powerful Question • Care Process Improvement • Health Care Leader Action Guide to Effectively Use HCAHPS
Week 12: Mar 27	<ul style="list-style-type: none"> • Group Presentation on assigned readings ⁽⁷⁾ • Group Presentation on assigned readings ⁽⁸⁾ 		<p>Presentation 9:</p> <ul style="list-style-type: none"> • Selected Current Article(s)
Week 13: Apr 3	<ul style="list-style-type: none"> • Group Presentation on assigned readings ⁽⁹⁾ 		<p>Presentation 10:</p> <ul style="list-style-type: none"> • Selected Current Article(s)
Week 14: Apr 10	<ul style="list-style-type: none"> • Group Presentation on assigned readings ⁽¹⁰⁾ 	<ul style="list-style-type: none"> • Complete Post Test ⁽¹⁰⁾ 	
Week 15: Apr 17	<ul style="list-style-type: none"> • Final Group Presentations to UF Health Leadership Panel 	<ul style="list-style-type: none"> • Final Project 	
Week 16: Apr 24	No Final Exam		

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
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING:

Grading

Assignment	Points or Percentage
<i>IHI.org Lessons (10 per student)</i>	10%
<i>Individual Homework Submissions (10 per student)</i>	10%
<i>Evaluation of Group Presentations (10 per student)</i>	10%
<i>Group Presentation (1 per group)</i>	20%
<i>Midterm Project Pitch</i>	15%
<i>Final Project</i>	35%
	100%

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

There are no exams in this class. I will answer questions regarding assignments and projects prior to submission.

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, not signing into course or IHI and completing the assigned work are part requirements and assessments. If an assignment is turned in late, a letter grade will be decreased by one letter for every day late.

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 chat.

<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.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. 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/>

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

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 – Please 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.