

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6385: Performance Management for Health Care Managers (3 credit hours)
Section 4624, Class 14209

Spring 2020 | Class location: Room G201 | Meeting times: Tuesday 3:00–6:00pm
 Delivery Format: On-Campus Course Website: elearning.ufl.edu (Canvas)

COURSE DETAILS:

Instructor

Name: Keith Benson PhD, MHA, MBA
 Office: HPNP 3106
 Phone: 352-273-6069
 Email: keithbenson@phhp.ufl.edu
 Office Hours: Thursday 4th period 10:40-11:30pm or by appointment
 Preferred Communications: Email to instructor

Teaching Assistant

Name: Xie, Zhigang

Textbooks

Nash, D. B., Joshi, M., Ransom, E.B. & Ransom, S. B. (2019). *The Healthcare Quality Book: Vision, Strategy, and Tools*. Fourth Edition. Chicago: Health Administration Press/AUPHA.
 Additional readings will be assigned. These readings will be posted in Canvas

Prerequisites

None

PURPOSE AND OUTCOME:

Course Overview

This course will introduce students to quality of care and quality improvement. Students will gain an understanding of how health care quality is defined and measured and how to identify and monitor quality problems, and plan, implement, and sustain quality improvement interventions.

Course Objectives and/or Goals

Upon successful completion of the course, students will be able to:

1. Understand conceptual and operational definitions of quality of care from the perspectives of healthcare systems, providers, and patients in the US
2. Appraise a healthcare organization to identify quality problems and root causes
3. Apply data collection and statistical tools to monitor quality problems in healthcare organizations
4. Develop a quality improvement intervention for a healthcare organization

Instructional Methods

The course is housed in UF e-Learning in Canvas. This course uses a combination of lecture and seminar with guest lectures. Regular class attendance is absolutely critical to be successful in HSA 6385. While course readings and class presentations are posted on Canvas, understanding the material requires active participation in class and group discussions and detailed note-taking.

DESCRIPTION OF COURSE CONTENT:

Topical Outline/Course Schedule

All reading assignments including supplemental readings should be read prior to class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Week and Date(s)	Topic(s) and Learning Objectives	Readings and Assignments (due on the day of class)
Module 1: What is quality?		
Week 1 (1/9)	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Introductions • What is healthcare quality? • What are challenges within the US healthcare system that affect quality? <p><u>Learning Objectives:</u></p> <ol style="list-style-type: none"> 1) To define quality of care 2) To define the six dimensions of quality defined by the Institute of Medicine. 3) To define the three quality defects in healthcare defined by the Institute of Medicine 4) To describe common quality problems within the US healthcare system <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Introduction to course, instructor, and film • Escape Fire Documentary Screening • Small group discussions about escape fire • Class discussion about film 	<p><u>Readings:</u></p> <p>Syllabus</p> <p>The Healthcare Quality Book (Chapter 1, pp. 5-17 only, stop at Quality Improvement Models)</p> <p>Gamble, M. What can healthcare learn from other industries? 5 lessons. <u>Becker's Hospital Review</u>, August 31, 2012.</p> <p>Gawande A. Big Med. New Yorker, August 13, 2012</p> <p>AHA Environmental Scan 2020</p>
Week 2 (1/16)	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Why is quality important? • What is quality measurement? • What are challenges with quality measurement? <p><u>Learning Objectives:</u></p> <ol style="list-style-type: none"> 1) To define quality measurement 2) To define the three types of quality measures (e.g., structure, process, outcome) 3) To describe challenges associated with quality measurement <p><u>Activities:</u></p> <ul style="list-style-type: none"> • To be determined (TBD) 	<p><u>Readings:</u></p> <p>The Healthcare Quality Book (Chapter 2)</p> <p>Donabedian A. The role of outcomes in quality assessment and assurance. <u>QRB</u>, 1992, 356-360.</p> <p>Panzer RJ. Increasing demands for quality measurement. JAMA, 2013, 310:1971-1980.</p>
Week 3 (1/23)	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • What is patient safety? • What is a medical error? • What is a medication error? <p><u>Learning Objectives:</u></p>	<p><u>Readings:</u></p> <p>The Healthcare Quality Book (Chapter 10)</p> <p>The Healthcare Quality Book (Chapter 18, pg. 457-469)</p>

	<ol style="list-style-type: none"> 1) To define patient safety, medical errors, and medication errors 2) To define the four types of medical errors as defined by the IOM 3) To apply risk assessment tools to a patient safety problem (e.g. FMEA) <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Patient safety case study • Brief lecture on patient safety and risk assessment • Brief discussion about team work • First team meeting to establish team rules and selection of topic • Discussion of group rules and topics 	<p>Institute of Medicine. (1999). To err is human: Building a safer health system. (Executive summary only).</p> <p>Institute of Medicine. (2001). Crossing the Quality Chasm. (Executive summary only).</p> <p>National Patient Safety Foundation. (2015). Free from harm: Accelerating patient safety improvement fifteen years after to err is human. (Executive summary only)</p>
Week 4 (1/30)	<p>Guest Speaker</p> <p>Michael K. Davis, MD, MBA Assistant Clinical Professor Division of General Pediatrics University of Florida Health</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • Understanding patient satisfaction from a physician perspective. • Lean Six Sigma <p><u>Learning Objectives:</u></p> <ol style="list-style-type: none"> 1) To define patient satisfaction 2) To distinguish how both physicians and managers impact patient satisfaction 3) To describe challenges with measuring patient-centered care <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Led by Dr. Davis 	<p><u>Readings:</u></p> <p>The Healthcare Quality Book (Chapter 3, pp 75-91)</p> <p>The Healthcare Quality Book (Chapter 9)</p> <p>Mayer ML: On being a “difficult” patient. Health Affairs, 2008, 27:1416-1421.</p> <p>Miksaneck T. On caring for “difficult” patients. Health Affairs, 2008, 27:1422-1428.</p> <p>Judson TJ, Detsky AS, Press MJ. Encouraging patients to ask questions: How to overcome “white coat silence.” <u>JAMA</u>, 2013, 309:2325-2326.</p> <p>Rosenbaum L. When doctors tell patients what they don’t want to hear. <u>New Yorker</u>, July 23, 2013.</p>
Module 2: What is quality improvement/management?		
Week 5 (2/6)	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Principles of Quality improvement <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To identify the thought leaders in the field of quality improvement • To describe the various quality improvement processes (PDSA cycle, Six Sigma, Lean Management) • Understand various tools used in quality improvement 	<p><u>Readings:</u></p> <p>The Healthcare Quality Book (Chapter 1, 17-33, start at Quality Improvement Models)</p> <p>Berwick, DM. A Primer on Leading the Improvement of Systems. <u>BMJ</u> 1996;312:619-22</p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • TBD
Week 6 (2/13)	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Beginning an improvement project • Understanding quality improvement tools <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To develop a charter for an improvement project 	<p><u>Readings:</u></p> <p>The Healthcare Quality Book (Chapter 6)</p> <p>The Healthcare Quality Book (Chapter 7)</p> <p>Additional readings may be assigned</p> <p><u>Assignments:</u></p>

	<ul style="list-style-type: none"> Understand various tools used in quality improvement 	<ul style="list-style-type: none"> TBD
Week 7 (2/20)	<p>Guest Speakers</p> <p>Nancy L. O'Keefe, MHA, BSN, RN, CPHQ Quality Management Services- Manager Mayo Clinic & Lauren Aziz, MHA Program Manager Hospital Operations Mayo Clinic</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> Lessons about quality from the Front Lines <p><u>Activities:</u></p> <ul style="list-style-type: none"> TBD 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> TBD <p><u>Assignments:</u></p> <ul style="list-style-type: none"> Issue #1 brief is due
Module 3: Culture and Leadership		
Week 8 (2/27)	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Understand how HC Managers create a culture of quality and safety? Generating an improvement solution <p><u>Activities:</u></p> <ul style="list-style-type: none"> TBD 	<p><u>Readings:</u></p> <p>The Healthcare Quality Book (Chapter 11)</p> <p>Additional readings may be assigned</p> <p>Colligan, L., Anderson, J. E., Potts, H. W. W., & Berman, J. (2010). Does the process map influence the outcome of quality improvement work? A comparison of a sequential flow diagram and a hierarchical task analysis diagram. BMC Health Services Research, 10(1), 7.</p>
Week 9 (3/5)	NO CLASS – SPRING BREAK (3/2-3/9)	
Week 10 (3/12)	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Understand how HC Managers create a culture of quality and safety? Generating an improvement solution <p><u>Activities:</u></p> <ul style="list-style-type: none"> TBD 	<p><u>Readings:</u></p> <p>The Healthcare Quality Book (Chapter 12)</p> <p>The Healthcare Quality Book (Chapter 13)</p> <p>Additional readings may be assigned</p>
Module 4: How do you analyze quality problems?		
Week 11 (3/19)	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Collecting data for improvement Understanding statistical tools for quality improvement <p><u>Activities:</u></p> <ul style="list-style-type: none"> TBD 	<p><u>Readings:</u></p> <p>The Healthcare Quality Book (Chapter 4)</p> <p>The Healthcare Quality Book (Chapter 5)</p> <p>Nelson EC, Splaine ME, Batalden PB, Plume SK. Building measurement and data collection into medical practice. Ann Intern Med. 1998;128:460-466</p>
Week 12 (3/26)	<p><u>Topics:</u></p> <ul style="list-style-type: none"> Analyzing data for patterns and trends Understand quality improvement opportunities and applications in healthcare organizations 	<p><u>Readings:</u></p> <p>The Healthcare Quality Book (Chapter 6)</p> <p>The Healthcare Quality Book (Chapter 7)</p> <p>The Healthcare Quality Book (Chapter 8)</p> <p>Additional readings may be assigned</p>
Module 5: Emerging Trends		

Week 13 (4/2)	<u>Topics</u> <ul style="list-style-type: none"> Improving the quality of ambulatory care Review national quality initiatives 	<u>Readings:</u> The Healthcare Quality Book (Chapter 14) The Healthcare Quality Book (Chapter 15) Additional readings may be assigned
Week 14 (4/9)	<u>Topics:</u> <ul style="list-style-type: none"> Understanding value-based insurance design Understanding value-based purchasing 	<u>Readings:</u> The Healthcare Quality Book (Chapter 16) The Healthcare Quality Book (Chapter 17) Additional readings may be assigned <u>Assignments:</u> <ul style="list-style-type: none"> TBD
Week 15 (4/16)	<u>Topics:</u> <ul style="list-style-type: none"> Understand how population health will impact quality 	<u>Readings:</u> The Healthcare Quality Book (Chapter 19) Additional readings may be assigned
Week 16 (4/23)	<u>Activities:</u> <ul style="list-style-type: none"> Group presentations 	Readings: None <u>Assignments:</u> <ul style="list-style-type: none"> Please submit a PDF copy of your group presentation on Canvas by 5pm. Please submit a word version of your group's final project plan on Canvas by 5pm. Please complete your peer group assessment (for each group member) via Qualtrics by 5pm.

Course Materials and Technology

Course Materials

In addition to textbook listed above, there are several readings for the course which will be listed in the course schedule.

Technology

Required Equipment: Computer with high-speed Internet access and use of a supported browser. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

For technical support for this class, 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

Assignments

Issue Brief

Students will be required to write a 2-3 page issue brief that analyzes the root causes of a health care quality problem. Students will complete two different issue briefs. Turnitin will be used to identify plagiarism.

Quizzes

At the conclusion of each module, you will take an in-person quiz that assesses your knowledge of the course readings and lectures. If course attendance is low, the instructor may add additional quizzes to the syllabus. Quizzes may be in a variety of formats.

Group Program Plan

Throughout the semester, students will submit various sections of a program plan for a quality improvement project. The final program plan will be submitted at the end of the semester.

Group Presentation

At the end of the semester, students will present on the key components of their program plan.

Group Peer Assessment Form

Students will be required to assess the contributions of each group member. The instructor may deduct points from a students' grade if they are rated as contributing less than 75% of the time by the majority of their group members.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Issue brief	Word version due at 11:59pm (Actual due date TDB) See instructions and rubric for details <i>Grading:</i> Scored out of 100 points	20 (10% each)
Quizzes	Dates vary; Quiz dates TBD see course schedule above <i>Grading:</i> Scored out of 100 points	20
Group Program Plan	Word version due at 11:59pm 59pm (Actual due date TDB) See instructions and rubric for details <i>Grading:</i> Scored out of 100 points	30
Group Presentation and peer assessment form	PDF copy of presentation due prior to class Peer feedback form due by 11:59pm. Instructions and rubric forthcoming <i>Grading:</i> Scored out of 100 points.	20
Professionalism/Value Added	At the end of the semester the professor will evaluate a student's professionalism in and value added to this class. This grade is a combined objective/subjective evaluation based on one's behavior, integrity, attitude, teamwork, attendance, participation, and outcomes. Students are encouraged to visit the professor during office hours or schedule an appointment to discuss this evaluation.	10

Point system used (i.e., how do course points translate into letter grades).

Example:

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. The GPA for graduate students to graduate must be 3.0 or higher.

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

Policy Related to Make up Exams or Other Work

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

Late Assignments:

Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to Canvas on time. In rare cases, the instructor may accept a late assignment (e.g., bereavement, illness). If one team member is out, please ensure another team member is able to submit the assignment on time.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

It is important to attend all classes, take detailed notes, and actively participate in class and group discussions in order to succeed in the course. It is also critical for students to work together effectively in a team. The

course will go over common behaviors that make individuals good team members. Finally, students are expected to be engaged and respectful of the instructor and guest speakers.

Communication Guidelines

Please email the instructor with any questions that you have. Please allow a 2-day business response time.

If you have an urgent concern, feel free to call my office line.

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

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, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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>

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu