

University of Florida
College of Public Health & Health Professions Syllabus
HSA 7759: Public Health Quality and Outcomes (3 credit hours)

Spring: 2020 Section: 7759

Delivery Format: Live and and Occasionally Online in e-Learning

Thursdays (beginning January 9 through April 23)

Period(s) 5-7 (11:45 pm – 2:45 pm)

Room: HPNP G105

INSTRUCTOR

Jeff Feller, MSISE
Chief Executive Officer
WellFlorida Council, Inc. (www.wellflorida.org)
Email: jafeller@phhp.ufl.edu
Cell: 352-214-2164
Office: 352-313-6500, ext. 108
Office Hours: By appointment only

Prerequisites

None

PURPOSE AND OUTCOME

Course Overview

The concept of quality is rooted in the United States' ongoing experiments to transform the healthcare system to encourage evidence-based practice and value-based purchasing of healthcare. Thus, it compels us to better understand what quality means and how we assess it in this context of a constantly evolving healthcare system. This course examines the multiple dimensions of quality and the issues surrounding how to determine when it exists, to what extent it exists and how to encourage its constant provision. While this course will touch upon quality improvement (which starts with an assumption that there is a problem that needs to be fixed and that problem is defined and understood), this course will challenge assumptions and encourage deeper thinking about how quality is defined in its many manifestations and contexts including ways to assess quality, the strength of evidence supporting quality efforts like guidelines and the issues around implementing programs and policies designed to assure and improve quality. Lectures, class discussions, class assignments and assigned papers will provide stimulus to make these explorations into the entire domain of quality.

Course Objectives and/or Goals

By the end of this course, the student should be able to:

- 1) Distinguish between the structural, process and outcome-oriented aspects of quality.
- 2) Discuss how the structural, process and outcome-oriented aspects of quality impact public health systems and public health outcomes.
- 3) Distinguish between quality assessment, quality assurance and quality improvement.
- 4) Discuss the implications of practice variation data for health policy.
- 5) Describe what is involved in selecting criteria for inclusion in a practice protocol, guideline, or clinical pathway.
- 6) Identify the public and private sector organizations contributing most to the definition of and research into quality and describe the contributions of each.
- 7) Describe elements of total quality management (TQM) and continuous quality improvement (CQI) approaches.
- 8) Discuss the implications of value-based purchasing and the linkages to quality.

- 9) Pose innovative and important research questions about quality in public health systems, informed by systematic reviews of the literature, stakeholder needs, and relevant theoretical and conceptual models.
- 10) Understand the criticality of incorporating quality into healthcare policy development, implementation and evaluation.
- 11) Identify the key stakeholders in public health, including public health practitioners, policy makers, the public, interest groups, the media, and other stakeholders and each group's perspectives or contexts regarding quality.

Instructional Methods

The method of instruction for this course will be comprised of live lectures by the instructor; an occasional online lecture in the instructor's absence; guest speakers; and active student participation in class discussions, followed by class exercises using real-world examples that will allow the class to apply the material presented through the lectures while simultaneously demonstrating understanding of the material. Material presented in class will be linked to the reading assignments. Multidisciplinary perspectives will be discussed, and many examples will be provided to illustrate important concepts. Occasionally, speakers will be invited to discuss their experiences with quality and quality management. The various components of the course are designed to stimulate thinking about interventions that have been implemented to address public health problems, subsequently deciding on appropriate approaches used to determine the quality of these interventions. The primary components of the grading for this course will be three papers; assigned class discussion questions and exercises; and class participation. The e-Learning portal may also be used in the course to initiate assignments, collect assignments, post grades and from time-to-time provide lectures when the instructor may be out-of-town or otherwise cannot attend the scheduled live session.

What is expected of you?

You are expected to actively engage in the course throughout the semester. Specifically, students are expected to:

- Complete the required reading PRIOR to lectures and be prepared to participate in and perhaps LEAD class discussions.
- Be attentive to class lectures by the instructor and guest speakers.
- Actively contribute in discussions, participate in exercises and demonstrate teamwork if assigned group activities or projects.
- Attend all classes (unless attendance is excused in advance).
- Submit assignments (projects) on or prior to the due date(s).

My Teaching Philosophy

My role as the instructor is to guide, assist and support students through their own process of acquiring the course subject matter. In choosing to teach almost exclusively at the graduate level, I have for many years been committed to the proposition that learning is and should be left largely in the hands of each individual student. My lectures are designed to facilitate your understanding of the text as you seek to acquire the knowledge in the text and from internal and external class resources.

DESCRIPTION OF COURSE CONTENT

1. Lectures – provide a general overview of each topic.
2. Readings - required text, supplementary readings and other identified materials
3. Assignments – weekly discussion questions and three (3) papers throughout the course.

Topical Outline/Course Schedule

The instructor reserves the right to modify the course content and schedule as deemed necessary.

Week 1: Thursday, January 9	
Lectures	Syllabus Review and Course Overview
Readings	Syllabus
Discussions	Related to Syllabus Review and Course Overview
Week 2: Thursday, January 16	
Lectures	Focus on Quality Quality Management Building Blocks
Readings	Spath, Chapters 1-2, pgs. 1-34
Discussions	Complete discussion questions: pg. 10 and pgs. 30-31
Notes	Assignment 1 will be assigned
Week 3: Thursday, January 23	
Lectures	Measuring Performance
Readings	Spath, Chapter 3, pgs. 35-77
Discussions	Complete discussion questions: pg. 72
Week 4: Thursday, January 30	
Lectures	Evaluating Performance
Readings	Spath, Chapter 4, pgs. 79-117
Discussions	Complete discussion questions: pgs. 113-114
Week 5: Thursday, February 6	
Lectures	Continuous Improvement
Readings	Spath, Chapter 5, pgs. 119-141
Discussions	Complete discussion questions: pg. 137
Week 6: Thursday, February 13	
Lectures	Performance Improvement Tools

Readings	Spath, Chapter 6, pgs. 143-174
Discussions	Complete discussion questions: pg. 173
Notes	Instructor will be traveling out-of-state. This lecture will be made available via e-Learning portal. Assignment 1 and the discussion questions will be submitted electronically and due at 11:45 am. Bring a hard copy of Assignment 1 to class on February 20. Assignment 2 will also be released through the e-Learning portal at 11:45 am.
Week 7: Thursday, February 20	
Lectures	Improvement Project Teams
Readings	Spath, Chapter 7, pgs. 175-192
Discussions	Complete discussion questions: pg. 190
Week 8: Thursday, February 27	
Lectures	Improving Patient Safety
Readings	Spath, Chapter 8, pgs. 193-224
Discussions	Complete discussion questions: pg. 220
Week 9: Thursday, March 5 (SPRING BREAK)	
Lectures	None
Readings	None
Discussions	None
Week 10: Thursday, March 12	
Lectures	Achieving Reliable Quality and Safety
Readings	Spath, Chapter 9, pgs. 225-248
Discussions	Complete discussion questions: pg. 244
Notes	Assignment 2 is due. Bring a hard copy of Assignment 2 to class for submission. Assignment 3 will be assigned.
Week 11: Thursday, March 19	
Lectures	Managing the Use of Healthcare Resources
Readings	Spath, Chapter 10, pgs. 249-280
Discussions	Complete discussion questions: pg. 274-275
Week 12: Thursday, March 26	
Lectures	Managing Quality in Population Health Care
Readings	Spath, Chapter 11, pgs.281-299

Discussions	Complete discussion questions: pg. 296
Week 13: Thursday, April 2	
Lectures	Organizing for Quality
Readings	Spath, Chapter 12, pg. 301-325
Discussions	Complete discussion questions: pg. 320
Week 14: Thursday, April 9	
Lectures	Certified Professional in Healthcare Quality (CPHQ) Exam and Certification
Readings	Provided by the instructor in advance of class
Discussions	Review of exam competencies
Week 15: Thursday, April 16	
Lectures	None
Readings	None
Discussions	Group discussions/reflections on Assignment 3
Notes	Assignment 3 is due. Bring a hard copy to class for submission.
Week 16: Thursday, April 23 (READING DAY)	
Lectures	None
Discussions	None
Assignments	None
Finals Week: Saturday, December 7 – Friday, December 13	
Final Exam	There is NOT a final exam in this course.

Course Materials and Technology

Course Textbook(s) and Reading

REQUIRED: Spath, Patricia L., (2018). *Introduction to Healthcare Quality Management, Third Edition*; Health Administration Press (Foundation of the American College of Healthcare Executives); Chicago, Illinois; ISBN: 978-1-5679-3988-0 (paperback)

Additional readings, including online resources, may be assigned. Students may also be directed to a class e-Learning portal for weekly supplementary reading assignments.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Assignment 1

Prepare a 5-7 page paper (double-spaced) identifying the measures of quality used/advocated by the National Academy of Medicine (NAM); the Agency for Healthcare Research and Quality (AHRQ); the Institute for Healthcare Improvement (IHI) and the Center for Medicaid and Medicare Services (CMS). Summarize the measures utilized or prescribed by each; discuss the relative strengths and weaknesses of each approach; and what you believe is the biggest contribution that each of these has made to the field of healthcare quality.

Assignment 2

Prepare a 5-7 page paper identifying and then comparing and contrasting cost-benefit analysis, cost-effectiveness analysis and cost-utility analysis. Explain their respective rationales in how they are used in evaluating health outcomes and how each is related to quality. In addition, identify the critical data required to conduct each analysis.

Assignment 3

Prepare an 8-10 page paper on value-based purchasing that links the principles and processes of quality discussed during the course to the concept and practice of value-based purchasing. The following criteria should be discussed:

- How does value-based purchasing work? What is the underlying theory behind it? What does it assume?
- What are the rules or the prescribed components of a value-based purchasing system/policy? How are rates in value-based purchasing determined?
- Where do the measures of quality or performance or outcome come from?
- Does the system seem fair? Why or why not? How does case mix impact value-based purchasing? Can clinicians/organizations really affect the measures they are accountable for? Why or why not? What external, non-clinical factors may impact outcome and quality/perceived quality?
- From preliminary research studies on value-based purchasing (please cite some), how well does it appear to work?
- How does value-based purchasing fit with the ideas of quality that we have discussed in this course?
- Are you in favor of adopting value-based purchasing for the entire healthcare system? Whole or in part? How would you amend or change value-based purchasing to address the concerns that you have with the concept?

Note that due to time constraints of the course that this final assignment will not be returned to students.

Discussion Questions and Class Participation

There will be weekly in class discussions based on completion and submission of the discussion questions at the end of each chapter. In addition, there may be additional classroom exercises or quizzes related to readings or assignments or topics generally associated with readings or assignments. Students may be asked to lead and/or engage in discussion and may be asked to generate the discussion question for the day's discussion and may work in groups or individually on classroom exercises. Completion of the weekly discussion questions, submission of the discussion questions each week and participation in these discussions and other exercises/quizzes determine your class participation.

Grading

Requirement	Due Date	Points or % of Final grade (% must sum to 100%)
Assignment 1 (assigned 1/16/19)	2/13/19 11:45 am	25%

Assignment 2 (assigned 2/13/19)	3/12/19 11:45 am	25%
Assignment 3 (assigned 3/12/19)	4/16/19 11:45 am	25%
Class Participation/Discussion and Exercises Active participation is required in EACH class and the discussion questions at the end of each chapter must be completed and submitted. The discussion questions will also be a source for class discussion each week.	Discussion questions at the end of each chapter for each week's readings are due at 11:45 am (at the beginning of each class).	25%
		100%

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

There will be no redistribution or deletion of course requirements. The same evaluation procedure will consistently be applied to all students.

Please be aware that a C- is not an acceptable grade for graduate students. In addition, 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>

Policy Related to Make Work

Please note: When we use E-LEARNING for project or work submissions, 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

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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, 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 of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one

another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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.