

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6385: Performance Management for Health Care Managers
Spring 2024 |

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REQUIRED RESOURCES:

Institute for Healthcare Improvement (IHI) website <http://www.ihl.org/>

Six Sigma Memory Jogger II A Pocket Guide by Michael Brassard, Lynda Finn, [Dana Ginn](#), Diane Ritter, Cathy Kingery, [https://www.amazon.com/Six-Sigma-Memory-JoggerII/dp/1576810445/ref=tmm_other_meta_binding_title_0? encoding=UTF8&qid=&sr](https://www.amazon.com/Six-Sigma-Memory-JoggerII/dp/1576810445/ref=tmm_other_meta_binding_title_0?encoding=UTF8&qid=&sr)

Supplemental readings are assigned through Canvas

Prerequisites None

Technology. Students should have a working knowledge of basic statistics, Excel, and PowerPoint

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>

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 related CAHME Competencies

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

1. To evaluate quality measurement, improvement and outcomes from a systems perspective.(BAT – 1)
2. To differentiate and synthesize the current thinking on defining and measuring the state of US healthcare quality. (HEC – 1)
3. To examine the role of community needs, determinants, and community relationships/partnerships in improving population health. (HOP-2)
4. To apply the traditional tools of continuous quality improvement and lean six sigma in real-world healthcare organization. (HOP – 3, BAT – 1, BAT -3)
5. To explore the leader's role in creating a supportive culture for quality, patient safety and high reliability.
6. To evaluate the role of external organizations in measuring and monitoring quality for accountability and transparency. (HEC – 2)
7. To compose and assess the effectiveness of quality initiatives in a real-world healthcare organization through written and presented case work. (LP – 1, 2, 3, 4)

Course Content:

Course schedule, required readings, assignments and due dates are available in the document 'Course Schedule' which is provided in Canvas.

ACADEMIC REQUIREMENTS AND GRADING:

Tasks	MHA Competencies (attainment level*)
Weekly IHI Assignments (24%): IHI modules are assigned weekly, some weeks there are more than two assigned. These are aimed at expanding your learning and replace traditional textbook readings. Each IHI assignment is worth 1.5 points towards your final grade. In total there are 16 assignments. <i>Late assignments will receive 0 points.</i>	HEC-1, (I) HOP-1 (I) HEC-2 (B)
Weekly In Class Quizzes (20%): Each week there will be an in class quiz to assess your readiness for the weeks lecture. These will be over required readings and/or IHI modules. The quizzes must be worked alone and are worth 2.0 points each. In total there are 11 in class quizzes, your lowest quiz will be dropped. If you miss class for any reason, you will use a drop quiz. If you miss more than one class, you will earn a 0 for the in class quiz. <i>Failure to complete a weekly in class quiz will result in a 0 for that week.</i>	HEC -1 (B) HOP-2 (B) HOP-3 (I) BAT – 1 (B) BAT-3 (I) HEC-2 (B)
LSS Casework will be assigned during this course. Students will work in groups of 4-6, which will be assigned by the instructors. In this Lean Six Sigma assignment, students will work in groups on a case study process improvement project. Student groups will work to address a real-world problem then apply Lean Six Sigma processes and tools to recommend improvements.	HEC-1, (I) HOP-1 (I) HOP-3 (I) BAT – 1 (B) BAT-3 (I) HEC-2 (B) LP-1, (A) LP-2 (A) LP -3, (A) LP-4, (I)
Tollgates (16%): There are 4 tollgates for this project. Each tollgate has a deliverable that will be worth 5.0 points each.	
Final Presentation (10%): The final presentation will be given in class by the entire group.	
Final Written Case (20%): The written case should include all aspects of your LSS project, inclusive of figures and tables.	

Late cases will be accepted but will be docked 10% of the case grade for every day they are late.

Group member participation grades (10%): will be assessed for individual-level participation after each tollgate. Members not receiving high participation marks from their peers will receive lower grades than their teammates.

Class participation: will be used to discuss course topics, readings, articles, etc. It is expected that students will read the materials prior to class and/or be prepared to ask questions to guest lectures. Students may be called on to summarize the readings for the class. Pop quizzes made be used to assess preparation. Failure to attend the class for any reason requires make up work to be done. Failure to actively participate in the class will reduce your overall course grade by up to 5 points. Students will demonstrate attainment of competencies

LP-1, (A)
LP-2 (A)
LP -3, (A)
LP-4, (I)

- B = beginner, I = intermediate, A = advanced

Grading Policy:

16 IHI Weekly Assignments	24%
10 In-class Assignments	20%
4 Tollgates	16%
1 LSS Case Presentation	10%
1 Written LSS Case	20%
Group member participation	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.

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 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.

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 1-day business response time. If you have an urgent concern, feel free to call my office.

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 the Graduate Student Website for additional details: <https://catalog.ufl.edu/graduate/regulations/#text>

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 already be 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 website for more information: <http://www.counseling.ufl.edu>. Online 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 website 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 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 the 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 nondiscrimination 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 the inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.