University of Florida
College of Public Health & Health Professions Syllabus
HSA 6385: Performance Management for Health Care Managers (3 credit hours)
Spring 2021   I   Meeting times: Thursday 3:00–6:00pm
Delivery Format: Hy-Flex Course Website: elearning.ufl.edu (Canvas)

Instructor Name: **Keith J. Benson, PhD, MHA, MBA**
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Office Hours: **Tuesday 10:30-11:30am zoom/in-person or by appointment**
Preferred Course
Communications: Email
Teaching assistant:

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.
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

UF HyFlex

The HyFlex learning experience may be different from what you have experienced before.

Please be patient: All of us (and particularly I) will have our (my) attention split between the virtual and physical learning environments, the learning experience will be different and potentially sometimes frustrating for all of us. It will be important for all of us to manage our expectations within this hybrid learning environment of virtual and physical spaces and provide caring and compassion for ourselves and our peers. Technical issues and delays in real-time response should be expected and treated with extra reserves of patience.

Bring your own device: Whether in-person or online / remote, have your device and a headset with microphone, so that you can log into the Zoom session and take part in breakout sessions and other learning activities (e.g., polling) in Zoom.

Focus on learning: When using technology during class, please be respectful and limit distracting activities. Social media, streaming entertainment, etc., as well as homework for other classes, should not be your focus during the synchronous sessions.

Be aware - I plan to record: Lecture from the synchronous sessions may/will be recorded. Please review the UF policies on recorded sessions at the end of the syllabus. I am asking that (unless technical issues with bandwidth or similar circumstances make it difficult) you do use your camera during class.

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 (1/14)	Topics: • Introductions • What is healthcare quality? • What are challenges within the US healthcare system that affect quality? Learning Objectives: 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	Readings: Syllabus The Healthcare Quality Book (Chapter 1, pp. 5-17 only, stop at Quality Improvement Models) Assignments: https://nahq.org/career-services/career-profiles/
Week 2 (1/21)	Topics: • Why is quality important? • What is quality measurement? • What are challenges with quality measurement? Learning Objectives: 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	Readings: The Healthcare Quality Book (Chapter 2) Donabedian A. The role of outcomes in quality assessment and assurance. QRB, 1992, 356-360. Institute of Medicine. (1999). To err is human: Building a safer health system. (Executive summary only). Assignments: • TBD
Week 3 (1/28)	**Guest Speaker** Matt Singletary, MHA Director of Patient Safety and Risk Management at Palms West Hospital	Readings: The Healthcare Quality Book (Chapter 10) The Healthcare Quality Book (Chapter 18, pg. 457-469)

	Topics: • What is patient safety? • How to limit risk Learning Objectives: 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)	Institute of Medicine. (2001). Crossing the Quality Chasm. (Executive summary only). National Patient Safety Foundation. (2015). Free from harm: Accelerating patient safety improvement fifteen years after to err is human. (Executive summary only) Assignments: • TBD
Week 4 (2/4)	Topics: • Understanding patient satisfaction from a physician perspective. Learning Objectives: 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	Readings: The Healthcare Quality Book (Chapter 3, pp 75-91) The Healthcare Quality Book (Chapter 9) Mayer ML: On being a "difficult" patient. Health Affairs, 2008, 27:1416-1421. Miksanek T. On caring for "difficult" patients. Health Affairs, 2008, 27:1422-1428. Judson TJ, Detsky AS, Press MJ. Encouraging patients to ask questions: How to overcome "white coat silence." JAMA, 2013, 309:2325-2326. Rosenbaum L. When doctors tell patients what they don't want to hear. New Yorker, July 23, 2013. Assignments: • TBD
Module 2	**Module 2: What is quality improvement/management?**	
Week 5 (2/11)	Topics: • Principles of Quality improvement Learning Objectives: • 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	Readings: The Healthcare Quality Book (Chapter 1, 17-33, start at Quality Improvement Models) Berwick, DM. A Primer on Leading the Improvement of Systems. BMJ 1996;312:619-22 Assignments: • TBD
Week 6 (2/18)	**Guest Speaker** Nancy L. O'Keefe, MHA, BSN, RN, CPHQ Quality Management Services- Manager Mayo Clinic Topics: • Lessons about quality from the Front Lines	Readings: • TBD Assignments: • TBD
Week 7 (2/25)	Topics: • Beginning an improvement project	Readings: The Healthcare Quality Book (Chapter 6)

	• Understanding quality improvement tools Learning Objectives: • To develop a charter for an improvement project Understand various tools used in quality improvement	The Healthcare Quality Book (Chapter 7) Additional readings may be assigned Assignments: TBD
Module 3: Culture and Leadership		
Week 8 (3/4)	Topics: • Understand how HC Managers create a culture of quality and safety? • Generating an improvement solution	Readings: The Healthcare Quality Book (Chapter 11) Additional readings may be assigned Assignments: • TBD
Week 9 (3/11)	Topics: • Understand how HC Managers create a culture of quality and safety? • Generating an improvement solution	Readings: The Healthcare Quality Book (Chapter 12) The Healthcare Quality Book (Chapter 13) Additional readings may be assigned Assignments: • TBD
Module 4: How do you analyze quality problems?		
Week 10 (3/18)	Topics: • Collecting data for improvement • Understanding statistical tools for quality improvement	Readings: The Healthcare Quality Book (Chapter 4) The Healthcare Quality Book (Chapter 5) Additional readings may be assigned Assignments: • TBD
Week 11 (3/25)	Topics • Analyzing data for patterns and trends • Understand quality improvement opportunities and applications in healthcare organizations	Readings: The Healthcare Quality Book (Chapter 6) The Healthcare Quality Book (Chapter 7) The Healthcare Quality Book (Chapter 8) Additional readings may be assigned Assignments: • TBD
Module 5: Emerging Trends		
Week 12 (4/1)	**Tentative Guest Speaker –** Dr. Michele Lossius, Chief Quality Officer, UF Health Shands	Readings: • TBD Assignments: • TBD
Week 13 (4/8)	Topics • Improving the quality of ambulatory care • Review national quality initiatives	Readings: The Healthcare Quality Book (Chapter 14) The Healthcare Quality Book (Chapter 15) Additional readings may be assigned Assignments: • TBD
Week 14 (4/15)	Topics: • Understanding value-based insurance design	Readings: The Healthcare Quality Book (Chapter 16) The Healthcare Quality Book (Chapter 17)

	• Understanding value-based purchasing	Additional readings may be assigned Assignments: • TBD
Week 15 (4/16)	Topics: • Understand how population health will impact quality	Readings: The Healthcare Quality Book (Chapter 19) Additional readings may be assigned Assignments: • TBD
Week 16 (4/24)	• **Individual Paper and Video Due by Apr 25, 11:59pm.**	Readings: None

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
Canvas Course Site: All Assessments will be housed in Canvas. Assignments and Quizzes will be posted in Canvas to be completed prior to specified due dates.

Safeguards: Quizzes that are individually worth more than 15% of the total grade require a heightened sense of academic integrity and safeguards against dishonesty. Quizzes will be posted in Canvas and Honorlock proctoring will be required.

Homework
Assignments in various formats will be given during the semesters. The homework grade will be determined by totaling the homework scores and calculating the average. Turnitin will be used to identify plagiarism.

Quizzes
At the conclusion of each module, you will take a quiz that assesses your knowledge of the course readings and lectures. Quizzes may be in a variety of formats.

Lennox Hill Assignment:
Students will watch the Netflix docuseries titled Lennox Hill and respond to prompted questions.

Individual Quality Presentation
At the end of the semester, students will present on the key components of their quality paper plan.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Homework/In-class Assignments	TBD and will be posted	25
Quizzes	Quiz dates TBD.	35
Lennox Hill Assignment	Instructions and rubric for details will be posted on canvas	10
Individual Quality Paper	Word version due at 11:59pm (April 25, 2021) Instructions and rubric will be posted on canvas	15
Individual Quality Presentation	Video presentation based on quality paper.	10
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.	05

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

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.

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

The 5 P's of Student Responsibility for HyFlex Attendance during the Pandemic:

Patience: Be patient with the faculty, TAs and peers! This is new. There will be tech challenges.

Preparation: Be prepared for class! This applies to both the content and having your computer & headset/mic set-up ready to go.

Participation: Stay focused. The more you focus and participate the more you learn. Ask questions! Whether you are in person or online / remote — **ask questions**. You are responsible for your own learning. Attending the synchronous sessions as scheduled and participating in the learning activities will facilitate your ability to succeed in this course.

PPE and PHA (Personal Protective Equipment and Public Health Awareness): Follow UF guidelines and **wear your mask** if you are on campus in the classroom and in all face-to-face interactions. **Stay home if you are ill**, have any of the symptoms on the UF screening tool, or think you have been exposed to COVID. (See official policies below.)

Attendance and Recordings

Recordings are not intended to be a replacement or substitute for attending synchronous sessions. They are intended to be a stop-gap for those who miss class due to illness or life events that are unfortunately common during the pandemic. Recordings will be made available in Canvas. As soon as links are available, I will post these. If you miss a class meeting for any reason, make sure to communicate with your professor and TAs and check with a peer who attended and watch the recordings.

Note on official policies that still apply

The COVID-19 Related Policies rolled out for fall still apply. Please be sure to include any that are applicable to your course.

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 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 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

On Campus Face-to-Face
If you will have face-to-face instructional sessions to accomplish the student learning objectives of a course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.
You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

Each course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please use the UF Health screening system (https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/) and follow the instructions on whether you are able to attend class.

Remote and Online Synchronous Sessions:
Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.