

University of North Carolina Public Health Leadership Program
PUBH 730, Online Sections 01W / 965 / 966
Quality Improvement / Leadership
Course Syllabus

Introduction to the Course

Today's rapidly changing political, economic, and health care environments test the skills and competencies of professionals working in public health, health care delivery, and other health services settings. Expertise in technical areas (such as care delivery, research, community assessment, and program development) has served health services professionals well in the past. Contemporary practice, however, demands additional skills that also promote delivering services in the most efficient and cost-effective manner possible. Quality strategies and techniques can help professionals withstand and protect their missions in the face of the pressures of today's evolving environments; meet increasing demands for accountability and transparency; and, improve the health of the clients, patients and communities that we serve.

Quality Improvement and Leadership may be considered as *transdisciplinary* concepts. That is, while some industries may have been formally integrating these concepts longer than others, these topics universally apply to any industry or any work setting. In the U.S., manufacturing has tended to take the lead, followed by other types of businesses. Because Public Health is a relative newcomer, lessons may be drawn from others, including Health Care Services.

This course draws students with varying backgrounds such as public health agencies, medical care delivery, hospitals, clinics, and clinical research organizations. Because professional work in any of these settings takes place within some type of organizational context, this course also explores managerial and organizational issues related to quality. As such, the course has been designed for working practitioners who currently have management or leadership responsibilities within their organizations or plan to have such responsibilities in the future.

Course Philosophy

The course structure is based on a philosophy of self-directed learning that fosters integrating course concepts into the students' current and future professional role. The course is designed to balance theory with practical lessons to increase students' knowledge, skill and abilities to manage and improve performance within their organizations, regardless of the organizational type or setting.

You bring the knowledge of your specialty area, organization, or work setting to this course. My goals are to introduce you to concepts, tools and resources while creating a learning environment that encourages you to apply these concepts and tools in a meaningful way to your own professional experiences.

Course Details Course Information

Credit hours: 3

Place / time: This course is totally online and has been designed in an *asynchronous* format to provide you with flexibility in managing your own learning. *Asynchronous* means that there is no scheduled course time that students must be present online. Requirements for the course have been established on a weekly basis and you may fulfill these requirements at their convenience during the week as long as you meet the posted deadlines.

Course Objectives

The overall objectives are that by the conclusion of this course, you will:

- Distinguish between quality improvement, performance management and performance excellence. Illustrate effective use of quality tools by analyzing and designing improvement strategies for health services operations.
- Identify management and organizational issues that influence promoting and implementing quality efforts in health services and public health organizations.
- Explore and evaluate the relationship of measurement to quality.
- Apply quality tools and systems tools to improve an actual performance gap in your own organization.
- Acquire a foundation for ongoing inquiry into quality issues in public health and health services organizations.

Instructor Information

Name: Diane L. Kelly, DrPH, MBA, RN

Phone: (919) 525-5142

Messages: Please use the message feature in Sakia as the first choice

Email: Please use email a backup dlkelly@email.unc.edu (note: please notice the "l" as middle initial)

Office hours: By appointment. I am happy to schedule phone appointments, SKYPE, Facetime, virtual classroom or online chat appointments.

Required Materials

Required Text: Applying Quality Management in Healthcare: A Systems Approach, 3rd ed., Diane L. Kelly, Health Administration Press, 2011.

Disclosure: Diane Kelly is the author of the required text. A copy of the text is available in the UNC Davis Library.

Optional Text: The Public Health Quality Improvement Handbook, Ron Bialek, John W. Moran, and Grace L. Duffy, ASQ Press, 2009.

Other articles and internet resources as assigned.

Technology that supports access to Sakai Course Site per PHL expectations.

Strategies for Teaching and Learning

A typical week consists of didactic content and a learning activity. The content may be presented through reading assignments, lectures and / or internet resources. The activity may consist of a discussion posting, a reflective journal, and / or a written exercise. The final course project is an “improvement simulation” based on an identified performance gap identified in your own agency, organization or work setting.

Reading. The text is intended to help you translate quality management theory and knowledge into practice. The book is easy to understand, and the real-life examples used to explain and illustrate technically complex concepts offer a highly leveraged approach to learning. The text explores managerial and organizational issues related to healthcare quality to assist managers who are or will be operating in various levels and types of healthcare or public health organizations.

Supplemental reading selections and articles from professional journals add the scholarly perspective; contribute to building your evidence-base around quality; and, address quality issues within public health and the health services practice domains. All supplemental readings may be found in the UNC Health Services Library online e-reserves collection, HSL e-journal collection or as a web link to an internet site. A link to the course e-reserves may be found on the course site. Because quality is a dynamic topic in today’s environment, additional articles may be posted on an FYI (for your information) as they appear in the literature.

Discussions. The online discussion board in Sakai is used to provide the opportunity to share ideas from your various practice perspectives, backgrounds and work environments. Please review the detailed discussion instructions and grading rubric for assigned discussions. These discussions are meant to be scholarly in nature, professionally written and to demonstrate your critical thinking skills. Discussions are used as forums for information sharing and interactive conversation is encouraged.

Exercises. The exercises provide an opportunity to apply course content / tools to relevant work issues in a “safe” environment; to practice new ideas and tools without organizational repercussions; and, to identify areas to improve upon when using the ideas and tools in the future.

While the weekly assignments give students the opportunity to practice select tools one at the time, the final project provides the opportunity to synthesize the content and tools learned in the course by addressing a performance gap in students’ own work setting.

Other Policy or Procedural Issues: Any student requiring accommodations or services to a disability please contact the UNC Department of Department of Disability Services (DDS).

Student Responsibilities

- The “*Assignments*” feature in Sakai is used to submit reflective journals, exercises, and the final project. Please follow these requirements for submission:

- Upload written as a single, multi-page MS Word document (i.e. merge files into one document). *If you are using an Apple computer, please convert and save to an MS Word compatible document prior to submission.* Please, no pdf files.
- Please label your documents with your last name and week number. For example: Kelly_D Week 6.
- Please place your name on all pages of all documents.
- All weekly assignments should be electronically posted in the by 12 Midnight (according to your own time zone) on the date due (Tuesdays).

➤ When you elect to take online courses, you must *demonstrate a high level of initiative, autonomy and ability to work independently.* Time management and organizational skills are essential to the successful completion of an online course. **To promote effective time management, no late assignments will be accepted unless prior arrangements have been made with the instructor.**

In the past, students have been faced with unexpected situations that may require an extension on an assignment deadline. I am happy to work with you, but I must know what your needs are. Please communicate your needs with me *in advance* of the deadline.

➤ I will use the “*Announcements*” feature in Sakai for “broadcast” messages intended for everyone. Please check for new announcements on a regular basis and whenever you log in to Sakai.

➤ Please use the discussion board to ask general *questions* about the course or course requirements. This way, everyone may have the benefit of the question and response. If your question is personal in nature, please email me instead. All discussion postings are expected to demonstrate professional “netiquette.” Informal discussion about the readings, lectures, content and class experience is also encouraged.

➤ Everyone is expected to follow the *UNC Honor Code* (<http://honor.unc.edu>). For a review about plagiarism, please review the section on Academic Integrity “It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following: Plagiarism in the form of deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.” (retrieved 1/10/09 from: <http://instrument.unc.edu/instrument.text.html#academicdishonesty>).

Instructor Responsibilities

- I try my best to make the course expectations and instructions as clear as possible. However, communication may sometimes be misunderstood in online courses. Please ask for clarification if you are unsure of something or if my written communications don’t make sense to you.
- I will post a response to questions posted on the discussion board or from email within 48 hours. If I need to research a question that may take more than 48 hours, I will indicate that to you and reply with an answer as soon as I can.

- For written assignments, I will type comments directly on your assignments using the MS Word tool “track changes.” and then return them via the “Assignments” feature. Please review track changes in MS Word’s Help if you are not familiar with this tool. *Please note: sometimes Apple users are unable to view track changes. Please notify me if this is the case.* Students may expect feedback on written assignments within two weeks, unless otherwise indicated.
- Please ask for help if something is not clear.

Evaluation:

Evaluation of your understanding and mastery of the course objectives will be comprised of:

Assignments	70%
Participation (Discussions)	15%
Final Project (1)	15%
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Total Possible	100%

Percentage to letter grade conversion:

94% - 100% H (high pass)

80 – 93% P (pass)

70-79% L (low pass)

<70% fail

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Course Schedule
Spring 2013

Week	Topic	Required Reading / Activity (please read in the order listed below)	Required Submissions	Due Date
Course Overview and Expectations				
1 Jan 9 – Jan 15	Course Overview and Expectations	<p>Read: Syllabus and Course Schedule</p> <p>Obtain textbook: from online vendors</p> <p>Familiarize: yourself with the course website</p> <p>Assignment: practice posting in Sakai’s “assignment” feature by uploading your curriculum vitae or resume</p> <p>Discussion: practice posting to the discussion board: Please follow the instructions on the course site</p>	Resume or CV and Discussion (see instructions on course page)	Jan 15 @ 11:59 pm
Part I: Introduction to Quality in Public Health and Health Care Delivery				
2 Jan 16 – Jan 22	Opportunities for Improve- ment in Public Health and Health Care Delivery	<p>Read: Priority Areas for Improvement of Quality in Public Health, Executive Summary . p. 1-8 Skim: the rest of the document <i>U.S. Department of Health and Human Services Office of the Assistant Secretary for Health Public Health Quality Forum November 2010</i> http://www.hhs.gov/ash/initiatives/quality/quality/improvequality2010.pdf</p> <p>Read: The Healthcare Imperative: Lowering Costs and Improving Outcomes: Workshop Series Summary: Synopsis and Overview 2011 Institute of Medicine. p. 1- 66 http://www.nap.edu/openbook.php?record_id=12750&page=1</p> <p>Read: Report in Brief: For the Public’s Health: Revitalizing Law and Policy to Meet New Challenges. 2011. Institute of Medicine. p. 1-4 http://www.nap.edu/catalog.php?record_id=13093</p>	Discussion (instructions on course site)	Jan 22 @ 11:59 pm

Week	Topic	Required Reading / Activity (please read in the order listed below)	Required Submissions	Due Date
3 Jan 23 – Jan 29	Fundamentals of Quality Management for Public Health and Health Care Delivery	<p>Read: Kelly, Forward; Chapter 1</p> <p>Read: Riley, W.J. et. al, 2010. “Defining Quality Improvement in Public Health.” <i>Journal of Public Management Practice</i>, 16(1): 5-7.</p> <p>Read: Landrum LB and SL Baker. (2004). “Managing Complex Systems: Performance Management in Public Health” <i>Journal of Public Health Management and Practice</i>, 10(1), 13–18.</p> <p>Read: Baker SL, Beitsch L, Landrum LB, and R Head. (2007). “The Role of Performance Management and Quality Improvement in a National Voluntary Public Health Accreditation System.” <i>Journal of Public Health Management Practice</i>, 13(4): 427–429.</p> <p>Recommended: Browse <i>Journal of Public Health Management and Practice</i> theme issue on Quality Improvement in Public Health, Jan / Feb 2010 http://journals.lww.com/jphmp/toc/2010/01000#1786060394</p>	Assignment (instructions on course site)	Jan 29 @ 11:59 pm
Part II: Quality Management: A Systems Approach				
4 Jan 30 – Feb 5	Characteristics of Complex Systems	<p>Read: Grol R, Bosch, M, Hulscher M, Eccles M, and M Wensing. 2007. “Planning and Studying Improvement in Patient Care: The Use of Theoretical Perspectives.” <i>The Millbank Quarterly</i>, 85(1): 93-138.</p> <p>Read: Sargut G and RG McGrath. 2011. “Learning to live with complexity.” <i>Harvard Business Review</i> 89(9): p. 68-76.</p> <p>Read: Sterman J.D. (2006). “Learning from Evidence in a Complex World.” <i>American Journal of Public Health</i>, 96(3): 505-514</p> <p>Read: Kelly, Chapter 2 and review the Chapter 2 end of chapter exercise (p. 29-30)</p>	Assignment (instructions on course site)	Feb 5 @ 11:59 pm

Week	Topic	Required Reading / Activity (please read in the order listed below)	Required Submissions	Due Date
5 Feb 6 – Feb 12	Systemic Structure	<p>Read: Kelly, Chapter 3</p> <p>Read: Argyris C. (1996). "Unrecognized Defenses of Scholars: Impact on Theory and Research" <i>Organization Science</i> 7(1):79-81.</p> <p>Read: Rose G. (2001) "Sick Individuals and Sick Populations" <i>International Journal of Epidemiology</i> 30: 427-432.</p> <p>Read: Lantz PM, Lichtenstein RL, and HA Pollack. (2007). "Health Policy Approaches to Population Health: The Limits of Medicalization" <i>Health Affairs</i> 26(5): 1253-1257.</p>	Assignment and Discussion (instructions on course site)	Feb 12 @ 11:59 pm
6 Feb 13 – Feb 19	System Relationships	<p>Read: Kelly, Ch. 4</p> <p>Read: van Beuzekom M., Boer F, Akerboom S, and P.Hudson. 2010. "Patient Safety: Latent Risk Factors." <i>British Journal of Anaesthesia</i> 105 (1): 52–9.</p> <p>Read: Reiman T., Elina Pietikäinen E, and P. Oedewald. 2010. "Multilayered Approach to Patient Safety Culture." <i>Quality and Safety in Health Care</i> 19:1-5.</p>	Assignment (instructions on course site)	Feb 19 @ 11:59 pm
Part III: Achieving Quality Results in Complex Systems				
7 Feb 20 – Feb 26	Setting Direction	<p>Read: Kelly, Ch. 5 and Ch. 6</p> <p>Read: Heifetz, RA and DL Laurie.(2001). "The Work of Leadership." <i>Harvard Business Review</i> 79 (11): 131–40.</p> <p>Read: Gary, L. 2003. "What High-Reliability Organizations Know." <i>Harvard Management Update</i>, December, 3–5.</p>	Assignment (instructions on course site)	Feb 26 @ 11:59 pm
8 Feb 27 – Mar 5	External Quality Requirements	<p>Read: Kelly, Ch. 7 and Ch. 8</p> <p>Read: For the Public's Health: Revitalizing Law and Policy to Meet New Challenges:</p>	Assignment	Mar 5 @ 11:59 pm

Week	Topic	Required Reading / Activity (please read in the order listed below)	Required Submissions	Due Date
		<p>Summary. 2011. Institute of Medicine. p. S1 – S10.</p> <p>Browse Website: Consensus Statement on Quality in the Public Health System http://www.hhs.gov/ash/initiatives/quality/quality/phgf-consensus-statement.html</p> <p>Browse: Public Health Accreditation Standards, V1 2011 http://dl.dropbox.com/u/12758866/PHAB%20Standards%20and%20Measures%20Version%201.0.pdf</p> <p>Read: Honoré PA, Wright D, Berwick DM, Carolyn M. Clancy CM, Lee P, Juleigh Nowinski J and HK Koh. “Creating A Framework For Getting Quality Into The Public Health System.” <i>Health Affairs</i>, 30, no.4 (2011):737-745 http://www.hhs.gov/ash/initiatives/quality/quality/health_affairs_public_health_quality.pdf</p>	(instructions on course site)	
Spring Break March 9 - 17				
9 Mar 6 – Mar 19	Improving Processes	Read: Kelly, Ch. 9	Assignment (instructions on course site)	Mar 19 @ 11:59 pm
10 Mar 20 – Mar 26	Measuring Performance	<p>Read: Kelly, Ch. 10</p> <p>Watch / listen online lecture: “Measuring Health Care Quality” by Carolyn Clancy http://www.kaiseredu.org/tutorials/quality/player.html</p> <p>Read: Centers for Medicare and Medicaid Services, “Roadmap for Quality Measurement in the Traditional Medicare Fee-for-Service Program” http://www.cms.hhs.gov/center/quality.asp</p>	Discussion (instructions on course site)	Mar 26 @ 11:59 pm

Week	Topic	Required Reading / Activity (please read in the order listed below)	Required Submissions	Due Date
11 Mar 27 – Apr 2	Organizational Assessment	Read: Baldrige National Quality Program Healthcare: 2011-2012 Criteria for Performance Excellence. (see course site for specific pages) - <i>2013-2014 version if available</i>	Assignment (instructions on course site)	Apr 2 @ 11:59 pm
12 Apr 3 – April 9	Lessons about Teams	Read: Kelly Ch. 11 Read: Perlino CM. (2006). "Issue Brief: The Public Health Workforce Shortage-Left Unchecked, Will We Be Protected?" American Public Health Association. P. 1-12. http://www.apha.org/NR/rdonlyres/8B9EBDF5-8BE8-482D-A779-7F637456A7C3/0/workforcebrief.pdf Skim from: Baker DP, Gustafson S, Beaubien J, Salas E, Barach P. <i>Medical Teamwork and Patient Safety: The Evidence-based Relation</i> . Literature Review. AHRQ Publication No. 05-0053, April 2005. Agency for Healthcare Research and Quality, Rockville, MD. http://www.ahrq.gov/qual/medteam/: Chapter 1. Introduction http://www.ahrq.gov/qual/medteam/medteam1.htm#Intro Chapter 2. Training Teams http://www.ahrq.gov/qual/medteam/medteam2.htm Table I. Primary Teamwork Competencies http://www.ahrq.gov/qual/medteam/medteamb1.htm	Assignment (instructions on course site)	April 9 @ 11:59 pm
13-14 Apr 10 – Apr 26	Synthesis: Final Project	*instructions on course site*	Final Project	Apr 26 @ 11:59 pm