



**HPM760 – Section 001**

***Healthcare Quality and Information Management***

(No. Credit Hours: 3)

*Department of Health Policy and Management*

Gillings School of Global Public Health

**Syllabus Fall/2017**

*McGavran-Greenberg PH-Rm 2306*

*Wednesdays 4:40-7:40pm*

*Note: Per UNC policy, all classes must be scheduled during specified blocks. Thus, although our preference is to begin at 5:00, that is not allowable. Thus, from 4:40-5:00, Either Larry, Franklin, or Megan will be in the classroom and be available to meet with students about their PI projects or other topics. Traditional class will begin at 5:00.*

Instructors:	Larry Mandelkehr & Franklin Farmer	TA:	Megan Victoria Jarrell
Email:	<a href="mailto:Larry.Mandelkehr@unchealth.unc.edu">Larry.Mandelkehr@unchealth.unc.edu</a> / <a href="mailto:Franklin.Farmer@unchealth.unc.edu">Franklin.Farmer@unchealth.unc.edu</a> ; Please place "HPM760" first in email subject line	Email:	<a href="#">_____</a>
Phone:		Phone:	Use email
Office hours:	By appointment	Office hours:	By appointment

**Course Overview**

This course integrates essential principles and practices in healthcare quality and information management. The course addresses a broad overview of the drivers, components and methods, including improvement science, quality improvement methodologies and techniques, information management infrastructure, relational database management structures and query tools, data quality and data governance issues, patient safety, selection of indicators to improve quality and the design of quality data dashboards. The format of the course will include presentations, individual/group projects, exercises and group discussion.

## Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>HPM Competencies</i>
1.	Understand the interdependence, drivers and challenges of Quality and Information Management	Analytic thinking Organizational Awareness
2.	Learn and practice key aspects of multiple change management models, quality improvement methodologies and tools. Complete a quality improvement project using a basic improvement methodology	Change Management Process Management and Organizational Design Information seeking Innovative Thinking Systems Thinking
3.	Understand key information technology system components and use of data warehouses. Understand the importance of data quality and appropriate governance. Understand the process to specify and procure new information systems.	Information technology Strategic Orientation
4.	Understand the concepts of relational databases and be able to query data from an existing multi-table database and analyze the results	Analytic thinking Information technology Performance Measurement
5.	Understand the benefits of dashboards and be able to create a dashboard of quality measures including design of the dashboard's overall structure, indicator selection, data analysis and appropriate selection of data display formats	Analytic thinking Performance Measurement
6.	Understand the challenges in creating a culture of safety.	Organizational Awareness Systems Thinking
7.	Understand the structures and drivers in incentive programs to improve care	Change Management Innovative Thinking
8.	Understand the opportunities available analyzing "big data" and developing predictive analytics	Analytic thinking Information technology
9.	Participate in a hands-on activity to better understand team dynamics.	Team Dynamics

### Resources:

The Sakai site is the primary source for all course information including the latest copies of the course syllabus and schedule, links to the online readings on the Health Science Library website as well as assignments and supporting reference documents

Textbooks:

- Required: The “Memory Jogger 2”, available at [www.goalqpc.com](http://www.goalqpc.com) or other online site, is available in paper or electronic format. The Public Health and the Healthcare versions of the Memory Jogger offer more specific examples – any of the three will meet the needs of the course.
- Recommended: The “Access 201x All-in-One Desk Reference for Dummies” provides an excellent overview of the Microsoft Access relational database program (201x refers to Access version installed on the student’s computer; 2010, 2013, etc)

All weekly readings are internet-based. Links are available via the course reading schedule on the course Sakai site. Additional readings/references may be provided through the semester.

There a large number of useful website related to healthcare quality and information management including:

- Institute for Healthcare Improvement ([www.ihl.org](http://www.ihl.org))
- Agency for Healthcare Research and Quality ([www.ahrq.gov](http://www.ahrq.gov))
- The Henry J. Kaiser Family Foundation ([www.kff.org](http://www.kff.org))
- The Commonwealth Fund ([www.cmwf.org](http://www.cmwf.org)).
- Institute of Medicine – Reports (<http://www.iom.edu/Reports.aspx> )

Other relevant websites will be identified throughout the course.

## **Requirements and Expectations:**

A listing of all assigned readings for the semester PowerPoint slides for each class is posted in Sakai. Students are expected to complete assigned readings prior to class and be prepared to ask questions and participate in class discussions and exercises.

Students will be assigned to teams for in-class and semester-long projects. Students should sit together in teams each class. All students are expected to contribute equally on all team-based projects.

In-class exercises are expected to be submitted at the end of class. All other assignments will have clearly defined due dates and times. All assignments must be submitted via Sakai unless otherwise indicated.

Assignments are expected to be completed on time. Late assignments will be penalized 10% of grade each day. The penalty increases each day at 5pm. No credit will be given for an assignment that is submitted more than one week late.

All students are expected to attend all classes. Students must sign the daily sign-in sheet to get credit for attendance.

## Evaluation / Grading:

The Performance Improvement project constitutes 40% of the course grade.

- Teams will be asked to analyze a real-life problem and provide recommendations to the project sponsors.
- The project include
  - Interim submission at the beginning of fall break
  - Peer evaluation
  - Final report and presentation
  - Vote by other teams on presentation

The remaining grade is made up of a series of team and individual projects – see table below. Key assignment include

- Information Technology system procurement case study
  - The case study addresses the challenges of specifying a new system for a state public health system
- Relational database query assignments
  - Students will demonstrate their understanding of querying data from a relational database
- IHI Open School assignment:
  - Each student must complete one online course – of their choice - at the IHI Open School at <http://app.ihl.org/lms/home.aspx> during the course of the semester.
  - Instructions for registering at the IHI website will be provided. There is no cost to take the courses for individuals registered as “students”.
  - A copy of the IHI course completion certification must be submitted on paper or electronically before the last day of class.
  - You must take a different course than those assigned in other classes this semester, i.e. no ‘double-dipping’
- Late assignment policy
  - Assignment submitted late will be penalized 10% per day for the first six days they are late
  - No credit will be given for assignments submitted more than one week late

<b>Component (with class assigned or due date)</b>	<b>% of Grade</b>
<b>Performance Improvement project</b>	<b>40%</b>
Interim submission (due 10/19 – start of fall break)	
Final submission (finals week)	
<b>Dashboard project</b>	<b>10%</b>
Indicator definition (class 9)	
Dashboard layout (class 10)	
<b>Database Query exercises</b>	<b>10%</b>
<b>In-class and homework assignments</b>	<b>40%</b>

<b>Grading Scale</b>	92-100	H
	75-91	P
	60 - 74	L
	Below 60	F

## **Norm of Professionalism:**

Students are expected to act professionally and behave respectfully in class.

Ground rules for class discussions:

- Only one person speaking at a time
- Respect the ideas of others
- Seek to understand before being understood
- Everyone is expected to participate during the semester; give others a chance to share their opinions

## **Guidelines on Use of Laptops and Other Electronics in Classroom:**

No cell-phones, including texting, is permitted in class. Students needed to make or receive a phone call need to leave the classroom so not to be disruptive to other students.

Laptops and tablets are allowed in class – and will sometimes be used during in-class exercises. I will post the PowerPoint slides for each class in advance to reduce the amount of note-taking required during class. Non-class related computer usage, including email and Facebook is prohibited. Violation of this rule can result in the loss of all computer privileges during classes for the remainder of the semester.

## **Recognizing, Valuing, and Encouraging Diversity:**

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

## **Disability Accommodation:**

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

## **UNC Honor Code:**

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read "The Instrument of Student Judicial Governance" (<http://instrument.unc.edu>).

## **Course Evaluation**

HPM participates in the UNC-CH's online course evaluation system. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.