



HPM 776

Healthcare Quality and Information Management

2 credits

Department of Health Policy and Management
Gillings School of Global Public Health

Spring 2018 Syllabus
Online Meeting Times: Wednesday evenings 7:30-9:30pm

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Course Overview

The HPM 776 and 777 course sequences integrate essential methods and principles in healthcare quality and information management, emphasizing use of information to measure and improve quality. They provide a broad overview of the drivers, components, and methods of quality and information management, including quality improvement methodologies and techniques, information infrastructure, database management tools, change management, patient safety and project management. HPM 776 focuses methods and tools for both public health and healthcare administration applications, while HPM 777 focuses on applications of the methods/tools as well as new developments in the field. The format of the courses will include presentations, individual/group projects, exercises, and group discussion.

Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>Competencies</i>
1	Understand the interdependence, drivers, and challenges of quality and information management	Analytic thinking Organizational awareness
2	Learn the importance of change management and apply several change management approaches	Systems thinking Change management
3	Understand the key information technology system components, IT strategic planning, and the	Information technology Strategic orientation

importance of data quality. Understand the process to specify and procure new information systems:

- Purpose/benefits
- Components
- Strategic Planning
- Selection criteria/process

4 Learn key aspects and apply several QI methodologies and tools.

Performance Evaluation & Improvement
Information seeking and Management
Innovative thinking
Systems thinking

Resources

Sakai

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) and all projects and other assignments.

Text

Recommended:

- *Memory Jogger 2* or (available at www.goalqpc.com) – available in paper or electronic format. The Public Health and the Healthcare versions of the Memory Jogger offer more specific examples and the Lean Memory Jogger for Healthcare offers lean examples – any of the four should meet the needs of the course.

Articles

See the course schedule or Sakai site for online articles to be read for each class.

Web Sources

There is a large number of useful websites related to quality and information management, including:

- Institute for Healthcare Improvement (www.ihl.org)
- Agency for Healthcare Research and Quality (www.ahrq.gov)
- Public Health System, Finance, and Quality Program (<http://www.hhs.gov/ash/initiatives/quality/index.html>)
- The National Center for Health Statistics (www.cdc.gov/nchs/)

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- The Henry J. Kaiser Family Foundation (www.kff.org)
 - The Commonwealth Fund (www.cmwf.org).
 - Center for Medicare and Medicaid Services (<http://www.cms.gov/>)
 - The Joint Commission (<http://www.jointcommission.org/>)
 - The National Academies Sciences, Engineering and Medicine – Health and Medicine Division (<http://www.nationalacademies.org/hmd/>)
 - American Society for Quality – Quality in Healthcare (<http://www.asq.org/healthcare-use/why-quality/overview.html>)
 - National Quality Forum (<http://www.qualityforum.org/>)
 - National Committee for Quality Assurance (<http://www.ncqa.org/>)
 - Foundation for Health Care Quality (<http://www.qualityhealth.org/>)
 - Centers for Disease Control (<http://www.cdc.gov/>)
 - Hospital Acquired Conditions (<http://www.cdc.gov/hai/>)
 - American Health Quality Association (<http://www.ahqa.org>)

Additional resources will be posted on Sakai.

Requirements and Expectations

The first eight online classes will be organized into four modules of two classes each

1. Quality improvement (along with on campus half-day)
 - Topics to be covered include A3 tool, Plan-Do-Study-Act cycles, Standard work, reliability in healthcare, design for Six Sigma and Hoshin diagrams
2. Change management
 - Review and discuss multiple change management models
3. Information management
 - Topics include information infrastructure, system selection criteria, data quality and governance, data warehouses and “Big Data”
4. Dashboards/metrics
 - Topics include balanced scorecards, indicator selection, data dictionaries dashboards and infographics

Assignments due dates will be provided in the course reading/assignment schedule. Most will be due prior to the next class. All assignments must begin with your last name and first initial (SmithJ) in the file name for individual assignments or "Team x" for group assignments.

Class Participation

- Each student is expected to actively participate in class discussions and activities. Some class activities will be graded or will have follow-up assignments that will be graded. If a student misses a class with an in-class graded activity, they will not receive credit for the activity as an active participant. Beyond the ease of scheduling and the ability to work

while learning, the strength of any executive program is the contribution made by each student-professional.

- Each student must also complete one online course at the IHI Open School at <http://app.ihl.org/lms/home.aspx> during the course of the semester. There is no cost to take the courses. Instructions for registering at the IHI website will be provided. A copy of the IHI course completion certification must be submitted via Sakai before the last day of class.

Cell Phones and Laptops

Turn off cell phones in class. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed.

Evaluation Method

Grade Components (subject to modification prior to start of online classes)

Component	% of Grade
Quality management team assignment	20%
Information management individual case study	20%
Dashboard/Metrics team assignment	20%
Change Management team assignment	10%
Class participation (includes in-class activities, individual assignments and completion of IHI online course).	30%
TOTAL	100%

Grading Scale

95 or above (H)
90-94 (H-)
85 to 89 (P+)
80 to 84 (P)
75 to 79 (P-)
70 to 74 (L+)
65 to 69 (L)
60 to 64 (L-)
Below 60 (F)

Exams

The course does not have any exams.

Evaluation Criteria

- Logical, appropriate, evidence-based conclusions, analyses, and recommendations
 - Clearly written case analysis with topics arranged logically. Well-designed tables and figures that convey relevant, important information.
 - Effective, appropriate application of course materials and other resources in the case analysis metrics and quality improvement assignments.
 - Other evaluation criteria as defined in grading rubrics
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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>).

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.

Course Evaluation

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of each semester by DigitalMeasures. 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.
