



HPM 776

Healthcare Quality and Information Management

2 credits

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

Spring 2019 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>HPM Competencies</i>
1.	Learn and practice key aspects of multiple change management models, quality improvement methodologies and tools.	Systems Thinking * Performance Evaluation and QI * Innovative Thinking
2.	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 new information systems.	Systems Thinking *
3.	Understand the benefits of dashboards and be able to create a dashboard of quality measures including design of the dashboard's overall structure and indicator selection.	Innovative Thinking Data Analysis
4.	Understand the opportunities available analyzing "big data" in healthcare	Systems Thinking *
5.	Explain the challenges of implementing organizational and individual behavioral change. Apply several different models for driving change in organizations and dealing with resistance to change.	Organizational Dynamics Innovative Thinking

* Competencies for which HPM760 is the "primary home course"

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

Required:

- *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 three meet the needs of the course.

Reference:

- *Beating the Access Syntax Blues* (available via Sakai)
- *Access 2010 All-in-One Desk Reference for Dummies*

Articles

See the course schedule and/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.ihf.org)
- Agency for Healthcare Research and Quality (www.ahrq.gov)
- The Henry J. Kaiser Family Foundation (www.kff.org)
- The Commonwealth Fund (www.cmwf.org).
- National Academy of Sciences – Reports (www.nas.edu)

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 individual assignments (2)	20%
Information management individual case study	20%
Dashboard/Metrics team assignments (2)	20%
Change Management assignments (2) - One individual & one team	20%
Class participation and all other assignments	20%
TOTAL	100%

Grading Scale

Numerical Score	Course grade
92-100	Honors (H)
75-91	Pass (P)
60 - 74	Low Pass (L)
Below 60	Failing (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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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. 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.

Counseling and Psychological Services (CAPS):

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.