Syllabus
HPM-760: Healthcare Quality and Information Management
Fall 2019
3 Credits | Residential

Course Description
Integrates essential methods and principles in healthcare quality and information management. Emphasis on use of information to measure and improve quality. Will include presentations, individual/group projects, exercises, and group discussion.

Prerequisites: None

Instructors
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Teaching Assistant
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Office Hours: Available by appointment

Course Website: https://sakai.unc.edu/portal/site/beb95b07-ae1d-4a32-b8b0-3bfac00c71d3. Use your ONYEN and password.

Class Days, Times, Location: Wednesday, 4:40 – 7:40pm (lecture begins at 5pm), McGavran-Greenberg 2306
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, project management, 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.

Course Format
The course format will include a weekly lecture in class. Students are expected to complete the readings before class and come to each class prepared to discuss the texts. The lecture will be supplemented with small group discussions, in-class exercises, and case studies.

Course-at-a-Glance
The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the course reading schedule in Sakai.

Course Assignments and Assessments
This course will include the graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see course reading schedule in Sakai.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points/Percentages of Final Course Grade</th>
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<tbody>
<tr>
<td>1. Performance Improvement team project</td>
<td>40</td>
</tr>
<tr>
<td>2. All other in-class and homework assignments</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
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</tbody>
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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 (8%)
  - Peer evaluation (5%)
  - Vote by other teams on presentation (3%)
  - Final report and presentation (84%)

The remaining 60% of the course grade is comprised of the remaining team and individual projects – see examples below:

- 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.ihi.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’
## Map of Competencies to Learning Objectives

<table>
<thead>
<tr>
<th>Course Learning Objective</th>
<th>HPM Competencies</th>
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| **1.** 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 | Systems Thinking *  
Performance Evaluation and QI *  
Project Management *  
Innovative Thinking  
Communications Skills |
| **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 concepts of relational databases and be able to query data from an existing database and analyze the results | Data Analysis |
| **4.** 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 visualization formats | Innovative Thinking  
Data Analysis |
| **5.** Understand the challenges in creating a culture of safety. | Performance Evaluation and QI *  
Systems Thinking *  
Organizational Dynamics |
| **6.** Understand the structures and drivers in incentive programs to improve care and safety | Performance Evaluation and QI *  
Change Management  
Innovative Thinking |
| **7.** Understand the opportunities available analyzing “big data” and developing predictive analytics | Systems Thinking *  
Data Analysis |
| **8.** Participate in a hands-on activity to better understand team dynamics. | Team Citizenship |
| **9.** 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 |
| **10.** Learn key Project Management concepts and tools | Project Management * |

Below you will see the competency you will develop in this course, the learning objectives that comprise the competency, and the assignment in which you will practice demonstrating this competency.
Syllabus Appendix

Course Grading Scale(s)

Final course grades will be determined using the following [UNC Graduate School grading scale](https://www.unc.edu/gradschool/grading/). The relative weight of each course component is shown in the Graded Assignments table.

<table>
<thead>
<tr>
<th>Description</th>
<th>Numeric Value</th>
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<tbody>
<tr>
<td>H High Pass: Clear excellence</td>
<td>92-100</td>
</tr>
<tr>
<td>P Pass: Entirely satisfactory graduate work</td>
<td>75-91</td>
</tr>
<tr>
<td>L Low Pass: Inadequate graduate work</td>
<td>60-74</td>
</tr>
<tr>
<td>F Fail</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Instructor Expectations:

Email
The instructors will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructors will provide advance notice, if possible, when they will be out of the office.

Feedback
All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

Grading
Assignments should be graded no more than two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.

Honor Code
Instructors may report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions vary but may include receiving a zero for the assignment, failing the course and/or suspension from the university. See Additional Resources and Policies for additional information.
Inclusive Excellence
In this class, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of all students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

Syllabus Changes
The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the course reading schedule in Sakai.

Telephone Messages
Email communication is preferred, and voice mails will not be returned.

Student Expectations:

Appropriate Use of Course Resources
The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University’s Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Assignments
Submit all assignments through Sakai via the assignment links as made available by your instructor. Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructors or teaching assistant for guidance.

Attendance/ Participation
Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructors and teaching assistant.

Communication
You are expected to follow common courtesy in all communication to include email, discussion forums, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.
Contributions
You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

Email
All email correspondence between student/instructor/teaching assistant and peer/peer will be conducted in a professional manner.

Honor Code
To ensure effective functioning of the Honor System at UNC, students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- For individual assignments, students must work completely independently without communicating with other students, tutors, or anyone else about any material related to the assignment. All assignments are ‘open book’ and ‘open notes.’

Inclusive Excellence
In this class, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone’s learning.
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives. Encourage and solicit feedback from students to continually improve inclusive practices.

Late Work
Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 10% reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. You must inform the instructor on the first week of class if you cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities.
Readings
Readings for a particular class should be completed before the class session and before completing associated activities.

Technical support
The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it’s important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by online help request at [http://help.unc.edu/help/olhr](http://help.unc.edu/help/olhr), or by UNC Live Chat at [http://help.unc.edu/chat](http://help.unc.edu/chat).
Additional Resources and Policies

Accessibility at UNC Chapel Hill
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), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Counseling and Psychological Services at UNC Chapel Hill
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, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Gillings School Diversity Statement
We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School’s environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our Diversity and Inclusion webpages:
- Diversity and Inclusion: https://sph.unc.edu/resource-pages/diversity/
- Minority Health Conference: http://minorityhealth.web.unc.edu/
- National Health Equity Research Webcast: https://sph.unc.edu/mhp/nat-health-equity-research-webcast/

Gillings School Office of Student Affairs
https://sph.unc.edu/students/osa/

Honor Code
As a student at UNC Chapel Hill, you are bound by the university’s Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about your rights and
responsibilities, please consult the Office of Student Conduct (https://studentconduct.unc.edu/) or review the following resources:

- Honor System
  https://studentconduct.unc.edu/honor-system
- Honor system module
  https://studentconduct.unc.edu/students/honor-system-module
- UNC Library’s plagiarism tutorial
  https://guides.lib.unc.edu/plagiarism
- UNC Writing Center’s handout on plagiarism
  https://writingcenter.unc.edu/tips-and-tools/plagiarism/

LGBTQ Center
https://lgbtq.unc.edu/

Non-Discrimination Policies at UNC Chapel Hill
https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/

Ombuds
https://ombuds.unc.edu/

Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill
https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

Title IX at UNC Chapel Hill
Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at 919-966-3658, or the Gender Violence Services Coordinators (confidential) Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Center
https://writingcenter.unc.edu/