HPM 967 – Spring 2018
Quality Improvement
(Credit Hours: 1)
Department of Health Policy and Management
School of Public Health

Spring, 2018 Syllabus and Schedule

Faculty
Office: Sandra B. Greene, DrPH
Email: 725 Martin Luther King Jr.
Phone: SandraB_Greene@unc.edu
Office: 919-966-0993 Sheps
919-966-8930 HPM
By appointment

Course Overview
HPM 967 provides an introduction and overview of quality improvement efforts in health care. It will explore the evidence for why quality improvements are needed and measurements of how health care quality is determined. Quality improvement techniques will be discussed with respect to how they are implemented, and the role of leaders in successful quality improvement programs. Examples covered in the course will include quality improvements in the workplace, in programs, in systems and in entire countries.

Learning Objectives and CEPH competencies

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CEPH Competencies</th>
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<tbody>
<tr>
<td>-To understand how quality is measured in healthcare</td>
<td>Use quality improvement techniques to evaluate and improve health systems, programs and practices</td>
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<td>-To recognize when quality improvement is needed</td>
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<tr>
<td>-To understand methods used to promote quality improvement</td>
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<tr>
<td>-To learn how to lead and support quality improvement initiatives</td>
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</table>
HPM 967 has its own website using SAKAI software. (See http://sakai.unc.edu). Each student already has a SAKAI workspace, and if you are registered in a class using SAKAI you will see a tab for that class once you log in. This syllabus is on the website. Be sure to check that the email address the On-Line Campus directory for you is correct. Click on the Profile link in SAKAI and you will see which email is listed.

### Articles and Readings


### Web Sources

One of the primary websites we will be using this semester is the Institute of Healthcare Improvement (IHI) open school certificate courses. Go to the following website to sign in.

[http://www.ihi.org/education/ihiopenschool/courses/Pages/default.aspx](http://www.ihi.org/education/ihiopenschool/courses/Pages/default.aspx)

The learning modules can be accessed at the following site:

[http://app.ihi.org/lms/onlinelearning.aspx](http://app.ihi.org/lms/onlinelearning.aspx)

**Once you complete each lesson, download certificate and post to Sakai under homework tab.**
Guest Lecturers

Paul Bednar
Senior Quality and Organizational Excellence Leader – Operational Efficiency
UNC Healthcare

Sheila Leatherman
Professor, HPM

Requirements and Expectations

Assignments

Session 2: IHI Open School – Patient Safety
PS 101 – Introduction to Patient Safety
PS 102 – From Error to Harm

Session 3: IHI Open School – Patient Safety
PS 103 – Human Factors and Safety
PS 104 – Teamwork and Communication in a Culture Of Safety

Session 4: IHI Open School
Improvement Capability
QI 101 – Introduction to Health Care Improvement
QI 102 – How to Improve with the Model for Improvement
Leadership
L 101 – Introduction to Health Care Leadership

Session 5: IHI Open School –
Improvement Capability
QI 105 – Leading Quality Improvement
QI 201 – Planning for Spread: From Local Improvements to System-Wide Change

Session 6: IHI Open School
Improvement Capability
QI 202 – Achieving Breakthrough Quality, Access and Affordability
Triple Aim for Populations
TA101 – Introduction to the Triple Aim for Populations

Session 7: Paper (3-5 pages) and class presentation (5 min.): reflections on quality improvement in your work domain

Optional assignment
By completing the following 4 modules, in addition to the required modules above, you can earn a basic certificate in quality and safety:
QI 103: Testing and Measuring Changes with PDSA Cycles
Class Participation
Each student is expected to attend all class sessions on adobe connect, with an audio and visual connection. This is essential for class participation. Each session will focus on an area of quality improvement in health care. Assigned modules in the IHI Open School will be the primary assignment for each session. Class time will be spent discussing the general topics introduced in the modules and expanding with other examples of quality improvement initiatives. This will include a combination of lecture and group discussion. Students should come to class prepared to discuss their reactions to the IHI modules.

Evaluation Method

Grade Components
Please note assignment due dates. Late assignments will have points deducted.

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>Class attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>IHI courses: Patient Safety 101,102,103,104</td>
<td>25%</td>
</tr>
<tr>
<td>IHI courses: Improvement Capability 101, 102, 105, 201</td>
<td>30%</td>
</tr>
<tr>
<td>Leadership 101</td>
<td></td>
</tr>
<tr>
<td>IHI courses: Improvement Capability 202</td>
<td>20%</td>
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<tr>
<td>Triple Aim 101</td>
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<tr>
<td>Reflection paper and presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Grading Scale

90 or above (H)
75-89 (P)
60-74 (L)
Below 60 (F)

Evaluation Criteria
You are expected to complete the readings for each session, attend all class sessions and participate in the discussions. If you are unable to attend a session please notify the instructor.

Course Evaluation
The Department of Health Policy and Management is participating in the Carolina Course Evaluation System (CES), the university's new online course evaluation tool, enabled at the end of each semester. 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 CES is a course requirement, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of your instructors.

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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.

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**UNC Honor Code, Plagiarism and Citation**

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**Accommodations for People with Disabilities or Certain Medical Conditions**

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](http://accessibility.unc.edu); phone 919-962-8300, email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.”
# Class Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>SESSION 1: INTRODUCTION AND OVERVIEW OF QUALITY IMPROVEMENT</th>
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<tbody>
<tr>
<td>JAN. 3, 2018</td>
<td>10:30-NOON</td>
<td>This session will occur while you are on campus.</td>
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**Session Learning Objectives:**
- Understand the blueprint for change that was developed by the IOM in its seminal publication on improving quality
- Consider system changes that have occurred subsequently
- Reflect on facilitators and challenges to continuous quality improvement
- Introduction to IHI Open School

**Readings**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>SESSION 2: PATIENT SAFETY AND THE NEED FOR QUALITY IMPROVEMENT</th>
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<tbody>
<tr>
<td>JAN. 17</td>
<td>4:00-5:25 PM</td>
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**Session Learning Objectives:**
- Understand the role of medical errors in patient safety
- What are the techniques for addressing medical errors, unintended events and harm to patients
- How do you change systems to reduce medical error
- The NC Medication Error Quality Initiative (MEQI) as a sample patient safety initiative
- A culture of safety and why it is critical for improvement initiatives

**Readings/Assignment**
IHI Open School Basic Certificate in Quality and Safety
Patient Safety PS 101 – Introduction of Patient Safety
Patient Safety PS 102 – From Error to Harm

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>SESSION 3: THE ROLE OF LEADERSHIP AND MANAGEMENT IN SUCCESSFUL QUALITY IMPROVEMENT INITIATIVES</th>
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<tr>
<td>JAN 31</td>
<td>4:00 – 5:25 PM</td>
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**Guest speaker: Paul Bednar**
Health Care System Warehouse Management System Engineer – Supply Chain Performance, UNC Healthcare.

This session will provide students with practical ideas and tips to lead healthcare lean six sigma projects from the beginning to completion. Numerous websites and courses teach specific tools and techniques but largely do not address leadership of these projects.

**Session Learning Objectives:**
- Understand brief history and overview of these methodologies
- What are the challenges and pitfalls of leading healthcare continuous improvement projects
- Begin to identify one’s leadership style to successfully drive improvements in their organization.
- How to use Plan-Do-Study-Act (PDSA) cycles

**Readings/Assignments**
IHI Open School Basic Certificate in Quality and Safety
Patient Safety PS 103 – Human Factors and Safety
Patient Safety PS 104 – Teamwork and Communication in a Culture of Safety
**MAR 7 4:00-5:25 PM**

**SESSION 4: Quality Improvement at a country level: Global Trends with England as a Case Study**

**GUEST SPEAKER: SHEILA LEATHERMAN**  
Professor, HPM

Countries across the world are increasingly developing national strategies to improve the performance of their health care systems. Though health systems vary widely in their design, resourcing, benefit packages, health workforce, and patient expectations, there are similarities in how countries develop policy and adopt interventions to impact quality. The English NHS has been a leader in the past two decades.

**Session Learning Objectives:**
- Identify common issues that countries face in addressing quality
- Describe trends that are driving interest in quality globally
- Describe commonly considered policy levers and interventions for improving quality

**Readings/Assignment**

Leatherman and Sutherland, *The Quest for Quality: Refining the NHS Reforms*, The Nuffield Trust, 2008, available online. **Skim only**

[http://intqhc.oxfordjournals.org/cgi/content/abstract/mzm049v1?ct](http://intqhc.oxfordjournals.org/cgi/content/abstract/mzm049v1?ct)


**IHI Open School Basic Certificate in Quality and Safety**
- Improvement Capability QI 101 – Introduction to Health Care Improvement
- Improvement Capability QI 102 – How to Improve with the Model for Improvement
- Leadership L 101 – Introduction to Health Care Leadership

**MAR 28 4:00 – 5:25 PM**

**SESSION 5: HOW ORGANIZATIONS MAKE QUALITY IMPROVEMENTS**

**Session Learning Objectives:**
- How and why do errors occur in the health care system
- Why does the design of our health care system make it so prone to errors
- How to make changes to processes to reduce error
- The Business Case for Quality (BCQ) Project as sample QI projects in Medicaid organizations
- Do quality improvement projects pay?
- PCOR and other national QI initiatives

**Readings/Assignments**

**IHI Open School Basic Certificate in Quality and Safety**
- Improvement Capability QI 105 – Leading Quality Improvement
- Improvement Capability QI 201 – Planning for Spread: From Local Improvements to System-Wide Change
### Session 6: How quality is measured

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<tbody>
<tr>
<td>• What measures are commonly used to assess quality</td>
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<td>• What are the data challenges in measuring quality</td>
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<tr>
<td>• Learn about AHRQ initiatives with discharge data</td>
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<tr>
<td>• How CMS is measuring quality for hospitals, nursing homes and physician care</td>
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<tr>
<td>• Quality improvement in public health</td>
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### Session 7: Wrap-up with Student Presentations

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<td>To reflect on the discipline of quality improvement, how it relates to your work, and how you might use what you learned moving forward.</td>
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<tr>
<td>Prepare a 3-5 page paper and a 5 minute presentation to class that is a reflection on what you learned in this class and how it could be applied in your job. It could be a suggestion for a quality measurement or quality improvement project in your organization. Or it may be a reaction to data and information about errors, patient safety and quality improvement that made you think more about this topic.</td>
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1/24/2018