



Syllabus

PUBH 730: Leading Quality Improvement in Public Health

3 Credits, Online & Face to Face (Room1303 – Mc Gavran-Greenberg)

Table of Contents	2
Course Overview	2
Course Description	2
Prerequisites	2
Instructor(s)	2
Course Website	2
Class Days, Times, Location	2
Office Hours	2
Course Texts	2
Course Format	2
Course Policies and Resources	3
Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom	3
Accessibility	4
UNC Honor Code	4
Instructor Expectations	4
Student Expectations	5
Competencies, Learning Objectives, and Assessment	8
Map	8
Course Assignments and Assessments	8
Grading Scale	9
Assignment Descriptions	9
1. Individual Case Study Assignments (5%)	9
2. Discussions/Participation (20%)	9
3. Team Case Study Deliverables (20%)	9
4. Midterm Exam (20%)	9
5. Final Exam (35%)	9
Course-at-a-Glance	10
Course Schedule	11
Appendix: Rubrics	25
Assignment Rubric: Midterm	25
Assignment Rubric: Final exam	26

Course Overview

Course Description	Overview of quality improvement (QI) and its important relationship to leadership. Focus on practical skills with sufficient theory to understand the origins of the philosophy and processes encompassed by QI. For working practitioners with current or future management/leadership responsibilities within their organizations.
Prerequisites	None
Instructor(s)	<p>William A. Sollecito, DrPH Professor Public Health Leadership Program Email: bill_sollecito@unc.edu</p> <p>David Holden, MPH Adjunct Instructor Public Health Leadership Program Email: wholden@live.unc.edu</p>
Course Website	https://sakai.unc.edu .
Class Days, Times, Location	This course is a hybrid course utilizing online content through sakai.unc.edu and face to face content via a weekly face to face session from 11:00 AM to 12:15 PM every Tuesday morning. You are expected to log into the Sakai site each week to view recordings/hear lectures, participate in discussions and complete tasks and assignments for that week. Team exercises will be carried out at Tuesday sessions and may also require teams to meet at other times during the week
Office Hours	Course instructors will be available for office hours each week. Students should contact the course instructor via email to arrange office hours. Office hours will be conducted by telephone and face to face.
Course Texts	Spath PL & Kelly DL (2017). Applying Quality Management in Health Care. A Systems Approach (4 th edition). Chicago, IL: Health Administration Press.
Course Format	The course will follow the university calendar, with one online session per week and one weekly face to face session. The first face to face session will be on Jan.14 th , 2020. A course introduction, reading assignment and student preassessment survey will be available on Jan. 8 th , 2020 and will need to be completed prior to the Jan. 14 th face to face session. Each week there are readings, online recorded sessions and assignments (via Sakai) that are expected to be completed, usually before the face to face sessions on Tuesdays. Please see the Sakai site – Assignment tab for specific assignment due dates.

Course Policies and Resources

Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

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.

In this class, we practice these commitments in the following ways:

- 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.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:**
<http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:**
<http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:**
<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Accessibility

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.

UNC 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. To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. 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.
- b. 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.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

Instructor Expectations

- Email** The instructors will typically respond to email within 48 hours or less if sent Monday through Friday. The instructors may respond to weekend emails, but it is not required of them. Please copy both instructors on all emails and include 'PUBH 730' in the subject line of each email.
- Discussion** The instructors will be active Forum readers and will post throughout the semester.
- Feedback** All graded assignments will receive feedback. 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** Graded assignments will be evaluated as quickly as possible with the goal of returning grades and feedback within 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.
- Syllabus Changes** The instructor reserves the right to make changes to the syllabus, including assignment due dates and test dates. These changes will be announced as early as possible and will be reflected in the Assignment tab on Sakai.

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 the Sakai Assignment tab or the Forum as indicated in the assignment instructions. 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 instructor for guidance.
- Attendance/ Participation** Your active participation is an integral part of your learning experience in this course and is part of your grade. If you are unavoidably absent or know in advance that you will be late for a face to face session, please notify the course instructors via email. On time attendance at face to face sessions will count toward your course participation grade.
- Communication** You are expected to follow common courtesy in all communication to include email, discussion forums, and online meetings. 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. You are responsible for checking the Announcements tab regularly as that is where any potential schedule or reading changes or new resources may be announced.

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 team assignments.

Discussion

You are expected to post responses and review responses by other students to the prompts in the recorded lecture sessions in the Course Materials and Forum tabs. It is part of your participation grade. When responding to other students, replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic.

- View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

Email

All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.

- View the following link for more information on email etiquette: <http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>

Late Work

Late, missed, or rescheduled work:
Exam date and 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 1-point 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 and Posts

Readings and related posts in the recorded lectures each week should be completed *before* the face to face session for that week and before completing associated activities. All graded assignments and individual case study assignments must be completed by the due date posted in the Sakai Assignment tab for each assignment.

Technical support

The UNC helpdesk provides technical support 24-hours per day, seven days per week. If you need computer help, please contact student support at 919 962-HELP or <https://help.unc.edu>.

Team Work

You are expected to contribute responsibly to all team assignments. Peer evaluations will be conducted to assess each team member's participation on group projects.

Competencies, Learning Objectives, and Assessment

Map

Competencies taught in this course, sessions that cover these competencies and assignments that assess attainment of these competencies.

Competency	Sub-Competencies	Lesson	Assessment Assignments
LIP05. Integrate research and practice-based evidence to continuously improve the quality of public health practice.	Explain the fundamental concepts and principles of quality of health care	2	Midterm
	Identify and engage key stakeholders to support, plan, implement and manage quality improvement	3 & 7	
	Analyze the system and identify areas for improvement	4	
	Understand and create improvement aims	5	
	Use strategies to improve collaboration and teamwork on quality teams	6	
	Articulate the leadership roles and opportunities in quality improvement	7	
	Use quality improvement tools to understand quality gaps and prioritize causes for action	8 & 14	Final Exam
	Understand how to design and implement changes to address quality gaps	9	
	Manage, analyze and use data for quality improvement	10, 11, 12, 13	
	Understand the process of scaling-up and sustaining improvement	15	

Course Assignments and Assessments

This course includes the required assignment listed below. All assignments are graded on a 100 point scale. Your final course grade will be determined by a weighted average of the assignments using the percentages shown in the table.

Assignments	Percentage
1. Individual Case Study Assignments	5%
2. Course Discussions/Participation	20%
3. Team Case Study Deliverables	20%
3. Midterm	20%
4. Final Exam	35%
TOTAL	100

Grading Scale

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the table above.

H	Greater than or equal to 93	High Pass: Clearly excellent graduate work
P	Greater than or equal to 80	Pass: Entirely satisfactory graduate work
L	Greater than or equal to 70	Low Pass: Inadequate graduate work
F	Less than 70	Fail

Assignment Descriptions

Descriptions of the assignments follow.

1. Individual Case Study Assignments (5%)

Description. Students will work with a case study throughout the course. The case study has 5 parts, which have individual and team assignments. Your individual assignments will inform the team assignments. . The assignments will be posted in the Assignment tab and submitted by the dates indicated in Sakai Assignments tab.

2. Discussions/Participation (20%)

Description. Students are expected to actively participate in the discussions in the Forum. You are required to participate and post on a weekly basis in the Leadership and Practice Activities tab. The Course Materials tab includes the questions you need to respond to the recorded lecture questions - your individual response is recorded in the Forum for further group discussion. In addition, peer evaluations completed by your team will also contribute to your participation grade.

3. Team Case Study Deliverables (20%)

Description: Students will work with a case study throughout the course. The case study has 5 parts, which have individual and team assignments. Individual assignments are to be completed and submitted by the due date as indicated in the Assignment tab *before* the team assignment and will inform the work of the team. Teams are given time to complete their team assignment during the face to face sessions in the weeks when each part of the case studies are due. Team case study assignments and due dates are posted in the Assignments tab in Sakai.

4. Midterm Exam (20%)

Description. The midterm will be an open book, take home exam. All details related to the Midterm Exam, including due dates, are described in the Assignment tab in Sakai. . The midterm will assess competencies covered in the first half of the course.

5. Final Exam (35%)

Description. The final exam will be an open book, take home exam. All details related to the Final Exam, including due dates, are described in the Assignment tab in Sakai. The final exam is integrative of all course content but will focus primarily on the competencies covered in the second half of the course.

Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus. The assignment due dates and test dates are posted in the Assignments tab in Sakai. Any changes will be announced as early as possible.

Lesson	Week beginning (Tues. Face to face session)	Topic and Competency
1	Jan 8	Course Introduction
2	Jan 12 (Jan 14)	Quality Management Fundamentals
3	Jan 19(Jan 21)	The Role of Policy and Stakeholders in Advancing Quality
4	Jan 26(Jan 28)	A Systems Approach to Continuous Quality improvement
5	Feb 2(Feb 4)	Setting Improvement Goals in Complex Systems
6	Feb 9(Feb 11)	Teamwork and Quality Improvement
7	Feb 16(Feb 18)	Leadership and Establishing a Culture of Quality
		MIDTERM (See Assignment tab in Sakai for due dates)
8	Feb 23(Feb 25)	Using Quality Improvement Teams and Tools (Part 1)
9	Mar 1(Mar 3)	Designing and Implementing Improvements
		SPRING BREAK: March 6-15
10	Mar 15(Mar17)	Measuring Process and System Performance
11	Mar 22(Mar 24)	Using Data Analytics in Quality Improvement (Part 1a)-
12	Mar 29(Mar 31)	Using Data Analytics in Quality Improvement (Part 1b)
13	Apr 5(Apr 7)	Using Data Analytics in Quality Improvement (Part 2)
14	Apr 12(Apr 14)	Using Quality Improvement Tools (Part 2)
15	Apr 19(Apr 21)	Sustaining and Scaling Improvement
		FINAL EXAM (See Assignments tab in Sakai for due dates)