

PERFORMANCE IMPROVEMENT FOR HEALTHCARE MANAGERS

HSA6385/4624 | 3 CREDIT HOURS | SPRING 2013
PHHP Building | Mondays, 4:05 – 7:05

“Be a yardstick of quality. Some people aren’t use to an environment where excellence is expected.” Steve Jobs

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OFFICE HOURS: I’m available as needed. Simply call or email me.

COURSE TA OR COORDINATOR: VIDHI BHATIA: Vidhibhatia@gmail.com
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COURSE WEBSITE: <https://lss.at.ufl.edu/>

COURSE COMMUNICATIONS:

When you need to communicate with me non-urgently, email me at ratlift2@ufl.edu.
If urgent, feel free to call my work or cell phone

REQUIRED TEXT:

The following are required for this class:

IHI.Org Open School: <http://www.ihl.org/offerings/IHIOpenSchool/Courses/Pages/default.aspx>

Quality Improvement

Q1 10: Fundamentals of Improvement

Lesson 1: Errors Can Happen Anywhere – and to Anyone
Lesson 2: Health Care Today
Lesson 3: The Institute of Medicine’s Aims for Improvement
Lesson 4: How to get from Here to There: Changing Systems

Q2 102: The Model for Improvement: Your Engine for Change

Lesson 1: An Overview of the Model for Improvement
Lesson 2: Setting an Aim
Lesson 3: Measuring for Improvement

Q1: 105: The Human Side of Quality Improvement

Lesson 1: Overcoming Resistance to Change
Lesson 2: What Motivates People to Change
Lesson 3: Culture Change VS Process Change

Southwick, F. (2012). *Critically Ill: A 5-Point Plan to Cure Healthcare Delivery*. Carlsbad, CA: No Limit Publishing Group.

Tye, J. (2009). *The Florence Prescription: From Accountability to Ownership*. Values Coach Inc.

Goleman, D. (2000, March-April). Leadership That Gets Results. *Harvard Business Review*, 78-90.

Bornstein, M. (2001). *Quality Improvement and Performance Improvement: Different Means to the Same End?* QA Brief. Retrieved from [http://fkilp.iimb.ernet.in/pdf/Healthcare Quality/Concepts/Bornstein etal QI and PI Means to same end.pdf](http://fkilp.iimb.ernet.in/pdf/Healthcare%20Quality/Concepts/Bornstein%20etal%20QI%20and%20PI%20Means%20to%20same%20end.pdf)

Simmonds, T., Haradon, C., & Munch, D. (2012). Care Process Improvement (pp.103-112)

The Essential Guide for Patient Safety Officers (2nd ed.). Joint Commission Resources.

All required texts, readings, software, etc. You may wish to indicate where these items can be purchased (vendor website in the case of an e-text)]

ADDITIONAL RESOURCES:

Vogt, E., Brown, J., Issacs, D. (2003). *The Art of Powerful Questions: Catalyzing Insight, Innovation and Action.*

IHI.org Open Classroom Patient Safety and Leadership certificate courses.

COURSE DESCRIPTION:

HSA6385 – Performance Management for Health Care Managers (3) *Prerequisite: permission of instructor.* Overview, emphasis on implementation. Aspects of quality defined in relation to structure, process, and outcomes. Managerial quality improvement and formal change process techniques related to changing practice behavior in various settings.

PREREQUISITE KNOWLEDGE AND SKILLS:

Graduate students may request attendance in class.

Refer to IHI.org for overview and to set students up for success

PURPOSE OF COURSE:

To provide tools and skills needed to successfully move quality and safety initiatives forward in healthcare organizations.

Success involves identifying the problem, analyzing the current state, planning the desired state, testing and measuring the impact. Success involves working with people to inspire and reach the organization's goals.

TEACHING PHILOSOPHY:

I believe learning occurs by reading and listening, retrieving information read and heard, applying information through both linear and non-linear approaches, sequential and iterative, and through working in groups. Confusion is part of the learning process. Expect to be confused. To clear confusion, go back and retrieve information from readings, presentations, lectures, group members and evidenced based information. Through the retrieval journey and application of the information, learning occurs.

INSTRUCTIONAL METHODS:

This course involves lecture, discussion, group learning projects and student presentations.

1st half of semester class effort:

Group work

Individual reading

Individual presentations

Individual home work submissions of quality tools and checklists

Class participation

Instructor lecture

Guest lectures

2nd half of semester class effort

Group work

Group presentations

Guest lectures

MHA COMPETENCIES

CLASS	OBJECTIVE	TARGET COMPETENCIES
1	<p>Identify your baseline knowledge of quality principles as evidenced by completing Sakai pre-test and Student Analysis.</p> <p>Brainstorm QI activities experienced in work and/or internships.</p> <p>Explain the big picture of class and tips for success.</p>	<p>Continually scan and interpret key trends and activities in the health care environment.</p>
2	<p>List who defines quality?</p> <p>Describe who was involved in caring for Mary.</p> <p>Explain who was involved in Mary's poor outcome.</p> <p>Construct a fishbone diagram to drill down into causes of a Mary's poor outcome problem as evidenced by completion of in-class exercises.</p>	<p>Continually scan and interpret key trends and activities in the health care environment.</p> <p>Understand, monitor and comply with laws and regulations that protect health practitioners, organizations and the public.</p>
4	<p>Identify what are the definitions of quality nationally and at UF Health.</p> <p>Determine the importance of identifying waste and variation in healthcare.</p> <p>Choose appropriate AIM and apply to the QI/PI brainstorming lists.</p> <p>Construct a flowchart to assess steps in Pneumonia treatment in ED.</p>	<p>Continually scan and interpret key trends and activities in the health care environment.</p> <p>Understand, monitor and comply with laws and regulations that protect health practitioners, organizations and the public.</p>
5	<p>Choose appropriate tool(s) to assess variation, reliability, random and specific cause variation.</p> <p>Determine when to force a function to reduce errors.</p> <p>Break down parts in a system as evidenced by application exercises in class.</p>	<p>Use statistical and analytical tools to measure and improve organizational performance.</p> <p>Apply quality improvement principles and evidenced based techniques to analyze and improve patient care processes.</p> <p>Measure and improve clinical and organizational performance as needed, redesign organizational systems and processes.</p> <p>Articulate, model, and promote professional values and ethics.</p>
6	<p>Determine if a problem is QA/QI/PI.</p> <p>Use tools to identify "current state" AKA "background" and identify the AIM section in template.</p> <p>Construct a control chart.</p>	<p>Apply quality improvement principles and evidenced based techniques to analyze and improve patient care processes.</p> <p>Measure and improve clinical and organizational performance as needed, redesign organizational systems and processes.</p>

MHA COMPETENCIES (CONT'D)

CLASS	OBJECTIVE	TARGET COMPETENCIES
7	<p>Explain where quality is in healthcare today.</p> <p>Describe where leadership is in quality?</p> <p>Explain where and how to measure Process Measures, Outcome Measures and Balancing Measures.</p> <p>Construct a Hand Washing template.</p> <p>Begin constructing Cardiopulmonary 30 day Readmissions for Heart failure template.</p>	<p>Use the principles and tools of human resources management, organizational behavior, and the leadership of change to achieve organizational goals.</p> <p>Apply quality improvement principles and evidenced based techniques to analyze and improve patient care processes.</p>
8	<p>Explain why we care and why are we motivated?</p> <p>Describe personal narratives.</p> <p>List barriers to change.</p> <p>Propose techniques for removing barriers to change.</p>	<p>Measure and improve clinical and organizational performance, and, as needed, redesign organizational systems and processes.</p> <p>Articulate, model and promote professional values and ethics.</p>
10	<p>Articulate your Interprofessional Quality and Safety Group projects.</p> <p>Describe how these experiences are different and similar to class group experiences.</p>	<p>Apply quality improvement principles and evidenced based techniques to analyze and improve patient care processes.</p>
11	<p>Select techniques to overcome resistance to change.</p> <p>Apply lessons from previous classes to bring about meaningful improvements in the organization's AIMS.</p> <p>Analyze culture of two healthcare systems.</p> <p>Articulate consequences of both cultures on improvement.</p>	<p>Use the principles and tools of strategic human resource management, organizational behavior, and the leadership of change to achieve organizational goals.</p>
13-16	<p>Demonstrate understanding of preceding lessons by effectively applying acquired knowledge and techniques evidenced by final group project.</p>	<p>Use statistical and analytical tools to measure and improve organizational performance.</p> <p>Apply quality improvement principles and evidenced based techniques to analyze and improve patient care processes.</p> <p>Measure and improve clinical and organizational performance as needed, redesign organizational systems and processes.</p> <p>Articulate, model, and promote professional values and ethics.</p>

COURSE POLICIES

ATTENDANCE POLICY:

Part of your class grade is based on class participation in which poor attendance, not showing up for class or not signing into Sakai or IHI and completing the assigned work are part of class participation.

If an assignment is turned in late, a letter grade will be decreased by one letter for every day late.

If you are working in a group, all group members must be present when presenting.

QUIZ/EXAM POLICY:

I will answer questions regarding assignments, quizzes, exams and self-assessments prior to submission, once submitted and grade given.

MAKE-UP POLICY:

The only time a student will be permitted to make up assignments is with an appropriate reason, a note from a physician, and advance permission from professor if not ill.

ASSIGNMENT POLICY:

When assignments are made, the deadline to submit is midnight the day before the relevant class.

COURSE TECHNOLOGY:

Students are expected to check Sakai, <https://lss.at.ufl.edu/>, daily for additions to the course. If having difficulty signing in or with maneuvering through the site, please call 392-HELP

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

NETIQUETTE: COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

GETTING HELP

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

GRADING POLICIES

ASSIGNMENT	PERCENTAGE
<i>End of semester Group project and Group test</i>	50%
<i>Individual presentations</i>	20%
<i>Leadership assignment or other pertinent assignment</i>	5%
<i>Class and group participation</i>	5%

GRADING SCALE:

[List the specific grading scale for this course. For more information, see: <http://www.isis.ufl.edu/minusgrades.html>]

COURSE SCHEDULE

FINAL EXAM: April 14

DAY	DATE	TOPIC	READING	ASSIGNMENT
1	January 6, 2014	Class overview	None	<p>Sign into IHI.org and register in Open Classroom Quality Improvement courses.</p> <p>Take Pre-test and Student Analysis in Sakai.</p> <p>Watch Welcome from the Instructor and Course Navigation videos.</p>
2	January 13, 2014	<p>WHO Defines Quality?</p> <p>WHO was caring for Mary?</p> <p>WHO is to blame?</p>	<p>IHI.org Quality Improvement course:</p> <p>Q1, 101: Lesson 1 and 2</p> <p>Critically III: Chapter 1</p>	<p>Complete IHI assigned reading evidenced by certificate of completion.</p> <p>Complete chapter 1, Critically III. Be able to answer exercises 1, 2.</p> <p>Individuals present on assigned readings.</p> <p>Group work - Fishbone Mary's poor care.</p>
3	January 20, 2014	MLK Holiday – NO CLASS		Complete HCAHPS Checklist and submit in Sakai prior to next class.
4	January 27, 2014	<p>WHAT are definitions of quality?</p> <p>WHAT is waste, variation, the 6 AIMS, projects?</p>	<p>IHI.org Quality Improvement course:</p> <p>Q1 101: Lesson 3</p> <p>Critically III, Chapter 2</p>	<p>Submit HCAHPS Checklist prior to class.</p> <p>Complete IHI assigned reading evidenced by certificate of completion.</p> <p>Complete chapter 2, Critically III. Be able to answer exercises 1, 6.</p> <p>Individuals present on assigned readings.</p> <p>Group work - Flowchart Pneumonia Value Stream.</p>
5	February 3, 2014	<p>Dr. Southwick, guest speaker.</p> <p>Managing the game plan. What can the patient safety quality movement tell us about Mary's care?</p>	<p>Critically III, chapter 3.</p> <p>Review ISMP Reducing Errors in Sakai.</p>	<p>Be prepared to answer all end of chapter 3 questions/exercises and complete any class activities of Dr. Southwick.</p> <p>Submit your individual Hand Washing Fishbone prior to next class.</p>

COURSE SCHEDULE (CONT'D)

DAY	DATE	TOPIC	READING	ASSIGNMENT
6	February 10, 2014	<p>WHEN QA/QI/PI?</p> <p>WHEN to use tools in 'current state,' and in "desired state."</p> <p>WHEN to form teams?</p>	<p>IHI.org Quality Improvement course:</p> <p>Q1 101, lesson 4</p> <p>Q1 102, lesson 1, 2.</p> <p>Critically III, chapter 4, Be able to answer exercises 1, 2, 3</p>	<p>Submit your individual Hand Washing Fishbone prior to class.</p> <p>Complete IHI assigned reading evidenced by certificate of completion.</p> <p>Complete chapter 4, Critically III. Be able to answer exercises 1, 2, 3.</p> <p>Individuals present on assigned readings.</p> <p>Group work – Complete one Cardiopulmonary Hand Washing Fishbone and complete one Cardiopulmonary Hand Washing Flowchart and submit both prior to next class.</p>
7	February 17, 2014	<p>WHERE did quality start?</p> <p>WHERE is leadership in quality?</p> <p>WHERE to display measures?</p>	<p>IHI.org Quality Improvement course:</p> <p>Q1 102, lesson 3</p> <p>Critically III, chapter 5</p> <p>Leadership That Gets Results</p>	<p>Submit group Cardiopulmonary Hand Washing Fishbone and group Cardiopulmonary Flowchart prior to class.</p> <p>Complete IHI assigned reading evidenced by certificate of completion.</p> <p>Complete chapter 5, Critically III.</p> <p>Individuals present on assigned readings.</p> <p>Group work – Review Control chart.</p>
8	February 24, 2014	<p>WHY do we care?</p> <p>WHY are we motivated?</p> <p>WHY Personal narratives?</p> <p>WHY barriers to change?</p>	<p>IHI.org Quality Improvement course:</p> <p>Q1 105, lesson 1, 3.</p> <p>Critically III, chapter 6. Be able to answer exercises 1-6.</p>	<p>Complete IHI assigned reading evidenced by certificate of completion.</p> <p>Complete chapter 6, Critically III.</p> <p>Individuals present on assigned readings</p> <p>Group work – Review Control chart. Review Hand Washing template. From previous tools (Fishbone and Flowchart) plug in Background, AIM, Possible improvements, pick One Improvement, Develop Plan, and Measures (decide if/how to use Control chart or other tool to measure).</p>
9	March 3, 2014	Spring Break – NO CLASS		

COURSE SCHEDULE (CONT'D)

DAY	DATE	TOPIC	READING	ASSIGNMENT
10	March 10 2014	HOW to pull it together	IHI.org. Quality Improvement course: Q1, 105: Lesson 2 Critically III, chapter 7	Complete IHI assigned reading evidenced by certificate of completion. Complete chapter 7, Critically III. Class presents on Interprofessional Quality projects. Spend 5 minutes on project and 5 minutes on similarities /differences comparing projects to this class Hand Washing project. Class presents on Hand Washing project. 5 slides, up to 10 minute presentation
11	March 17, 2014	Dr. Southwick, guest speaker. Bringing Home the Ring	Critically III, chapter 7	Be prepared to answer all end of chapter 7 questions/exercises and complete any class activities of Dr. Southwick
12	March 24, 2014	ACHE Congress – NO CLASS		
13	March 31, 2014	Regroup: Final Group Project Discussion, Issues Management	Group project work on 30 Day Readmissions – Heart Failure	
14	April 11, 2014	Final Group Project Discussion, Issues Management	Group project work on 30 Day Readmissions – Heart Failure	
15	April 14, 2014	Final Group Project Discussion, Issues Management	Group project work on 30 Day Readmissions – Heart Failure	Groups ready to present may do so
16	April 21, 2014	Final Group presentations	Group project presentations: 5 slides and Inspire video 10 minutes	All group presentations completed. Group test completed

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.