Instructor Information

Christopher Harle, Ph.D.
4141 HPNP
Phone: (352) 273-6081
Email: charle@phhp.ufl.edu

Office hours by appointment

Course Overview

The purpose of this course is to enable students to understand, explain, critique and execute doctoral level research related to health care quality and outcomes.

What is health care quality?
“The degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge.”

Institute of Medicine – Crossing the Quality Chasm

May relate to
- Structure - Context! organizational characteristics, facilities, technology, information systems, …)
- Process - Actions! (diagnosis, treatment, education, communication, …)
- Outcomes - Effects! (behavior, satisfaction, quality of life, mortality, functional status)

Donabedian

Quality care should be:
1. Safe
2. Effective
3. Patient-centered
4. Timely
5. Efficient
6. Equitable

Institute of Medicine – Crossing the Quality Chasm

What is outcomes research?
“Outcomes research seeks to understand the end results of particular health care practices and interventions. End results include effects that people experience and care about, such as change in the
ability to function. In particular, for individuals with chronic conditions—where cure is not always possible—end results include quality of life as well as mortality. By linking the care people get to the outcomes they experience, outcomes research has become the key to developing better ways to monitor and improve the quality of care.”


“Touches all aspects of health care delivery, from the clinical encounter itself to questions of the organization, financing and regulation of the health care system.”


What will we do in this course?
The course will cover a mix of conceptual, technical, and practical research skills that will prepare students to contribute to health services research related to health care quality and outcomes. This will be achieved through a mix of textbook readings and discussions as well as readings, critiques, and discussions of timely and important research articles related to health care quality and outcomes. Topics will include:

1. How to systematically search and review research literature
2. Health measurement scale development and use
3. Risk adjustment and secondary data use
4. Patient reported outcomes
5. Health information systems/technology

Course Objectives
Upon completion of the course, students should be able to:

1. Apply basic measurement theory, including scale development and validation.
2. Apply basic risk adjustment methodologies and concepts.
3. Identify, organize and critically evaluate important topics in quality and outcomes research
4. Review, synthesize, critique, and identify the contributions of peer-reviewed research articles
5. Review, synthesize, critique, and identify the contributions of streams of research literature
6. Develop a systematic review paper suitable for publication in a peer-reviewed journal

Most Important Readings (“Required”)


Second Most Important Readings (“Recommended”)

Third Most Important Readings (“Suggested”)


Course Requirements and Grading

Weekly Readings and Participation (50%) Students are expected to arrive in class ready to discuss all of the chapters and articles assigned each week. Grades will be determined based on:

1. Participation as primary and secondary discussant of chapters/articles
2. Weekly participation as non-discussants
3. Grades on random quizzes related to the readings

The course is in seminar format. Part of the learning at the doctoral level is to develop the ability to conduct a seminar. Moreover, a major part of doctoral-level research and teaching involves being able to synthesize, interpret, and critique other people’s work. For this reason, each class session will have a primary and a secondary discussant. Only on occasion will the instructor lecture traditionally, particularly for topics that have technical components.

Each week …

The primary discussant will be responsible for:

1. Synthesizing the assigned readings
2. Extracting key concepts from the readings
3. Leading and pacing the discussion
4. Developing handouts for class 24 hours in advance of class (i.e. Wednesdays by 1:55pm)
5. Preparing approximately 3-5 in-depth questions for the class to discuss
6. Meeting at least once with the secondary discussant to prepare for the upcoming class

The secondary discussant will be responsible for:

1. Knowing the material equally as well as the primary discussant
2. Serving as a backup primary discussant in case of an unexpected absence
3. Meeting at least once with the primary discussant to prepare for the upcoming class

Non-discussant students will be responsible for:

1. Actively discussing all assigned readings during class
2. Using their own interpretations, experiences, and knowledge to augment the discussants’ materials

**The instructor** will be responsible for:
1. Highlighting and explaining the most critical concepts
2. Correcting any misconceptions or oversights in the discussants’ presentations
3. Pacing the discussion
4. Introducing additional discussion questions

*To maximize learning, I strongly encourage all students to meet in small discussion groups each week.*

**Discussing Book Chapters**
When discussing book chapters (as opposed to research articles), the discussants should address the following:

- What are the key topics covered in each chapter?
- How do the assigned chapters relate to each other?
- What are the research challenges and opportunities associated with the concepts/methods?
- What are the strengths and limitations of the concepts/methods covered?
- Any misunderstandings or confusion about the topics

**Discussing Research Articles**
When discussing research articles (as opposed to book chapters), the discussants should address the following:

- An overview of the research area and/or methods introduced in the readings
- What is (are) the research questions? How and why are they significant?
- What is (are) the research methods used to answer the questions?
- What are the underlying theories, models, and/or hypotheses? How are they tested?
- How significant are the results? (This has nothing to do with p-values.)
- Do you see any counterintuitive results?
- What are the theoretical implications? What are the contribution to the literature? What are the practical (i.e. policy or managerial) implications?
- What are the future research questions to be answered?

A high quality presentation and discussion should include coverage of the core ideas, a balanced critique (i.e. limitations and contributions), while also integrating material from the different readings. The discussants should prompt the class with questions to encourage discussion on key issues in and relationships between the chapters and articles. The leaders should also prompt the class with more basic questions or misunderstandings that arose when reading the material. Remember, class is scheduled to meet for three hours, so you should develop an in-depth set of presentation materials and discussion notes but also synthesize sufficiently so that all materials are covered in discussion.

**Literature Mapping and Systematic Review Paper (50%)**
Students will work in groups of two to develop their own mapping (25%) and then literature review paper suitable for submission to a peer-reviewed journal (25%). Groups will be assigned by the instructor. The paper may address any number of topics but should be relevant to health care quality or outcomes research. More details will follow.
### Grading scale

<table>
<thead>
<tr>
<th>Percentage or points earned in class</th>
<th>93% - 100%</th>
<th>90% - 92%</th>
<th>87% - 89%</th>
<th>83% - 86%</th>
<th>80% - 82%</th>
<th>77% - 79%</th>
<th>73% - 76%</th>
<th>70% - 72%</th>
<th>67% - 69%</th>
<th>63% - 66%</th>
<th>60% - 62%</th>
<th>Below 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade equivalent</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
</tr>
</thead>
</table>
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at [www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)

### Statement of University’s Honesty Policy (cheating and use of copyrighted materials)

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details). Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community,*

pledge to hold ourselves and our peers to the

*highest standards of honesty and integrity.*

### Policy Related to Class Attendance or Other Work

You will not obtain a good grade in this course if you do not attend and actively participate in class discussions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

### Statement Related to Accommodations for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student. The student should then provide this documentation to me.

### Phone Numbers and Contact Sites for University Counseling Services and Mental Health Services

<table>
<thead>
<tr>
<th>University Counseling Services Student</th>
<th>Mental Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.counsel.ufl.edu/services.asp">http://www.counsel.ufl.edu/services.asp</a></td>
<td><a href="http://www.health.ufl.edu/shcc">http://www.health.ufl.edu/shcc</a></td>
</tr>
<tr>
<td>P301 Peabody Hall – 392-1575</td>
<td>Room 245, Infirmary Bldg.- 392-1171</td>
</tr>
</tbody>
</table>
**Course Outline**

*Note: Pay attention to Sakai, email and in class for weekly updates to the schedule and readings.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 9</td>
<td>Course Introduction</td>
<td>Start reading for Jan 16 class (see readings below)</td>
</tr>
<tr>
<td></td>
<td>- Introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Review syllabus, readings, assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Assign weekly discussants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Assign review paper groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Paper topic interest areas</td>
<td></td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Intro to Outcomes, Measurement fundamentals</td>
<td>Kane Ch. 1, 4</td>
</tr>
<tr>
<td></td>
<td>Intro to patient reported outcomes</td>
<td>Streiner and Norman Ch. 1, 2</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td>Article: Wu et al. 2010</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Database Searching (Jennifer Lyon)</td>
<td>Streiner and Norman Ch. 3, 4</td>
</tr>
<tr>
<td></td>
<td>Measurement – devising items, scaling responses</td>
<td>Article TBA</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td></td>
</tr>
<tr>
<td>Jan 30</td>
<td>EndNote (Nancy Shaefer)</td>
<td>Streiner and Norman Ch. 5, 6, Appendix. C</td>
</tr>
<tr>
<td></td>
<td>Room C2-3, middle of 2nd floor of Communicore</td>
<td>Article(s) TBA</td>
</tr>
<tr>
<td></td>
<td>Measurement – selecting items, biases in responding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>Measurement – reliability and validity</td>
<td>Streiner and Norman Ch. 8, 10</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td>Keller et al 2005; Harle 2012</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Intro to Systematic Reviews (Jennifer Lyon)</td>
<td>PRISMA guidelines</td>
</tr>
<tr>
<td></td>
<td>Measurement – Generic/specific measures, satisfaction</td>
<td>Kane Ch. 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td>Article: Garg et al. 2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article(s) TBA</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Secondary Data and Risk Adjustment</td>
<td>Kane Ch. 8-9</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td>Iezzoni TBA</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Literature Map presentations</td>
<td>Article(s) TBA</td>
</tr>
<tr>
<td>Mar. 6</td>
<td>Spring Break - no class</td>
<td></td>
</tr>
<tr>
<td>Mar. 13</td>
<td>Secondary Data and Risk Adjustment</td>
<td>Article(s) TBA</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td></td>
</tr>
<tr>
<td>Mar. 20</td>
<td>Article reviews and critiques</td>
<td>Article(s) TBA</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td></td>
</tr>
<tr>
<td>Mar. 27</td>
<td>Article reviews and critiques</td>
<td>Article(s) TBA</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td></td>
</tr>
<tr>
<td>Apr. 3</td>
<td>Article reviews and critiques</td>
<td>Article(s) TBA</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td></td>
</tr>
<tr>
<td>Apr 10</td>
<td>Article reviews and critiques</td>
<td>Article(s) TBA</td>
</tr>
<tr>
<td></td>
<td>Discussants: ____________</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Review paper presentations</td>
<td>None</td>
</tr>
</tbody>
</table>