

University of Florida
College of Public Health & Health Professions
Department of Health Services Research, Management, and Policy
Course Syllabus

HSA 7759: Quality and Outcomes in Health Services Research
Spring 2012

Thursday 1:55pm – 4:55pm
Location: HPNP G307

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.”

AHRQ, <http://www.ahrq.gov/research/findings/factsheets/outcomes/outfact/index.html>

“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.”

AcademyHealth 1994, <http://www.academyhealth.org/files/publications/healthoutcomes.pdf>

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”)

Streiner, D.L. and Norman, G.R. (2008). *Health Measurement Scales* (4th Edition). New York: Oxford University Press.

Kane, R.L. (Ed.) (2006). *Understanding Health Care Outcomes Research* (2nd Edition). Sudbury, MA: Jones and Bartlett Publishers.

Second Most Important Readings (“Recommended”)

Iezzoni, L.I. (Ed.) (2003). *Risk Adjustment for Measuring Healthcare Outcomes* (3rd Edition). Chicago: Health Administration Press.

Third Most Important Readings (“Suggested”)

Institute of Medicine. Committee on Quality of Health Care in America. 2000. *To Err is Human: Building a Safer Health System*. Washington, DC: National Academy Press.

Institute of Medicine. Committee on Quality of Health Care in America. 2001. *Crossing the Quality Chasm*. Washington, DC: National Academy Press.

Institute of Medicine. Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care. 2002. *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. Washington, DC: National Academy Press.

Institute of Medicine. Division of Health Care Services. 1999. *Measuring the Quality of Health Care*. Washington, DC: National Academy Press.

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

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

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
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	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

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

University Counseling Services Student
<http://www.counsel.ufl.edu/services.asp>
P301 Peabody Hall – 392-1575

Mental Health Services
<http://www.health.ufl.edu/shcc>
Room 245, Infirmary Bldg.- 392-1171

Course Outline

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

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

Date	Topic	Readings
Apr 17	Review paper presentations	None
