University of Florida  
College of Public Health & Health Professions Syllabus  
HSA 6385: Performance Management for Health Care Managers (3 credit hours)  
Spring 2017 | Periods 9-11 (4:05PM-7:05PM) | Room G201 (HPNP)  
Delivery Format: Online and On-Campus  
http://elearning.ufl.edu/

COURSE DETAILS:

Instructor
Name: Cathy Zorilo, DNP, ARNP  
Office: Sebastian Ferrero Office of Clinical Quality and Patient Safety  
1329 SW 16th Street, Suite 3280  
Phone: 352.265.8806 (O) | 352.283.9062 (C)  
Email: cathyzorilo@ufl.edu  
Office Hours: Available as needed. Simply call, text, or email.  
Preferred Communications: When you need to communicate with me non-urgently, email me at cathyzorilo@ufl.edu. If urgent, feel free to call my office, or call or text my cell phone.

Teaching Assistant
Name: Soon Ju Song  
Email: ssong@ufl.edu  
Office Hours: By Appointment

Text Book  
Critically Ill: A 5-point Plan to Cure Healthcare Delivery
Frederick Southwick, MD

PREREQUISITES:
None
  - Graduate students across the university may request attendance in class.

PURPOSE AND OUTCOME:

Course Overview  
Upon successful completion the HSA 6385 course, students will be able to utilize a variety of managerial, quality improvement, and change process techniques to develop and administer quality and safety initiatives within a healthcare organization. Students will be able to evaluate the current state of a healthcare environment using a systems approach to interpret trends, laws and regulations, analytical data, patient care processes, and identify needs of the system so that the desired state can be articulated, planned for, and achieved through successful implementation.
The HSA 6385 student will be able to:

1.0 **Develop a quality and safety initiative for a healthcare organization that addresses identified improvements to performance, organizational systems, and processes.**
   1.1 Incorporate a systematic approach to managing change into a quality and safety initiative for a healthcare organization.
   1.2 Describe the current standard of “quality” in the global, national, and UF Healthcare environments.
   1.3 Utilize presentation tools and techniques to examine and chart processes and systems.

2.0 **Integrate the principles and tools of human resources management, organizational behavior, and the leadership of change to achieve the goals of a healthcare organization.**
   2.1 Administer quality improvement principles to improve patient care processes.
   2.2 Propose specific change process techniques that address the identified barriers of a healthcare organization.
   2.3 Describe the various techniques used by organizations to overcome barriers to change.
   2.4 Determine when it is necessary to force a function upon an organization to reduce errors.
   2.5 Describe the role that leadership plays in achieving quality in a healthcare setting.

3.0 **Appraise a healthcare setting to locate deficiencies, waste, barriers to improvement, and unidentified needs.**
   3.1 Utilize analytical tools to measure organizational performance.
   3.2 Utilize evidenced-based techniques to analyze patient care processes.
   3.3 Identify key stakeholders within a healthcare organization.
   3.4 Detect barriers to change within a healthcare organization.
   3.5 Characterize the culture of a healthcare organization so that the impact of the culture upon improvement is fully articulated.
   3.6 Locate the sources that collectively define “quality” in a healthcare environment.
   3.7 Explain the methodology typically used to assess Process Measures, Outcome Measures, and Balancing Measures.
   3.8 Utilize appropriate tools to assess variation, reliability, random, and specific-cause variation.
   3.9 Identify processes that lead to wasted resources within a healthcare setting.
   3.10 Describe the six AIMS for improvement identified by IOM and their impact on a healthcare setting.
   3.11 Determine whether a system weakness or problem is QA, QI, PI oriented.
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<tr>
<th>Objective</th>
<th>Activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1.0</td>
<td>• Assigned IHI</td>
<td>• Midterm/Final Projects</td>
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<td></td>
<td>• Reading: Critically Ill</td>
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<td>1.1</td>
<td>• PDSA Template</td>
<td>• Midterm/Final Projects</td>
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<td>• HCAHPS Checklist</td>
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<td>• Brainstorming/Analysis Tools</td>
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<td>2.0</td>
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<td>• Assigned IHI</td>
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<td>• Reading: The Art of Powerful Questions</td>
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<td>• Analysis Tools: Fishbone, Flow Chart, Control Chart</td>
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<td>• Effective Team Leaders</td>
<td>• Participation Requirement</td>
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<td>• Reading: Leadership that Gets Results</td>
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<td>3.0</td>
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<td>• Process Improvement</td>
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<td>• HCAHPS Checklist</td>
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<td>• Final Project</td>
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<td>• Analysis tools- Fishbone, Flow Chart, Control Chart</td>
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<td>• Assigned IHI</td>
<td>• Final Project</td>
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<td>3.10</td>
<td>• IOM 6 Aims</td>
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<td>Course Objectives</td>
<td>Program Competencies</td>
<td>Assignments and Activities</td>
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| **Upon completion of this course, students should be able to:**  
Develop a quality and safety initiative for a healthcare organization that addresses identified improvements to performance, organizational systems, and processes. | Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public. *(HEC-2)* | • IHI Activities  
• Individual Presentations (in-class lectures)  
• HCAHPS Checklist  
• Class Participation  
• Midterm Pitch  
• Final Project |
| Integrate the principles and tools of human resources management, organizational behavior, and the leadership of change to achieve the goals of a healthcare organization. | Incorporate principles and tools of human resource management, organizational behavior and change management to achieve organizational goals. *(HOP-4)*  
Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals. *(LP-5)* | • Class Participation  
• Midterm Pitch  
• Final Project |
| Appraise a healthcare setting to locate deficiencies, waste, barriers to improvement, and unidentified needs. | Design and conduct quantitative analyses and other forms of analyses to measure and improve organizational performance. *(BAT-0)*  
Perform environmental scans and needs assessment in support of program and organizational development. *(HEC-1)* | • Individual Homework Assignments  
• HCAHPS Checklist  
• Midterm Pitch  
• Final Project |
### DESCRIPTION OF COURSE CONTENT:
#### Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings For following week</th>
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</table>
| Week 1: Jan 9 | • **Syllabus and Introduction**: Big Picture and Tips for Success  
• **Guided Discussion**: Brainstorm QI/QA/PI activities experienced in work and/or internships | • Sign into IHI.org and register in Open Classroom  
• Pre-test\(^1\)  
• And Student Analysis\(^2\) | **Presentation 1:**  
• IHI.org: Q1 101  
• Critically Ill: Chapter 1 |
| Week 2: Jan 16 | • **Group Presentation** on assigned readings \(^1\)  
• **Guided Discussion** | • IHI.org: Q1 101\(^3\)  
• HCAHPS Checklist \(^3\) | **Presentation 2:**  
• IHI.org: Q1 102  
• Critically Ill: Chapter 2 |
| Week 3: Jan 23 | • **Group Presentation** on assigned readings \(^2\)  
• **Group Work Midterm Prep** | • IHI.org: Q1 102\(^4\)  
• Draft Project Charter \(^4\) | **Presentation 3:**  
• IHI.org: Q1 103  
• Critically Ill: Chapter 3  
• Review ISMP Reducing Errors |
| Week 4: Jan 30 | • **Group Presentation** on assigned readings \(^3\)  
• **Group Work Midterm Prep** | • IHI.org: Q1 103\(^5\)  
• Fishbone Assignment \(^5\) | **Presentation 4:**  
• IHI.org: Q1 104  
• Critically Ill: Chapter 4 |
| Week 5: Feb 6 | • **Group Presentation** on assigned readings \(^4\)  
• **Group Work Midterm Prep** | • IHI.org: Q1 104\(^6\)  
• Process Map in Visio \(^6\) | **Presentation 5:**  
• IHI.org: Q1 105  
• Critically Ill: Chapter 5  
• Leadership That Gets Results |
| Week 6: Feb 13 | • **Group Presentation** on assigned readings \(^5\)  
• **Group Work Midterm Prep** | • IHI.org: Q1 105\(^7\) | **Presentation 6:**  
• IHI.org: PS 101  
• IHI.org: PS 102  
• Critically Ill: Chapter 6 |
| Week 7: Feb 20 | **Midterm Pitches** to UF Health Leadership Panel | • Midterm: Draft Pitch  
• IHI.org: PS 101\(^6\) | **Presentation 7:**  
• IHI.org: PS 102  
• IHI.org: PS 103  
• Critically Ill: Chapter 7 |
| Week 8: Feb 27 | • **Group Presentation** on assigned readings \(^6\)  
• **Group Work Final Prep** | • IHI.org: PS 102\(^7a\)  
• IHI.org: PS 103\(^7b\)  
• Video Assessment \(^7\) | **Presentation 8:**  
• IHI.org: PS 104  
• Critically Ill: Chapter 7 |
<p>| Week 9: Mar 6 | • <strong>No Class</strong>: UF Spring Break | | |</p>
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings For following week</th>
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</table>
| Week 10: Mar 13 | • Group Presentation on assigned readings (7)  
• Group Work Final Prep | • Control Chart(8)  
• IHI.org: PS 104(8) | Presentation 8:  
• IHI.org: L 101  
• IHI.org: TA 101  
• The Art of Powerful Question  
• Care Process Improvement |
| Week 11: Mar 20 | • Group Presentation on assigned readings (8)  
• Group Work Final Prep | • IHI.org: L 101(9a)  
• IHI.org: TA 101(9b) | IHI.org: PS 105  
Health Care Leader Action Guide to Effectively Use HCAHPS |
| Week 12: Mar 27 | • Guest Speaker: Dr. Southwick (Dr. Zorilo Out: Alachua Co. Spring Break) | • IHI.org: PS 105(10a)  
• Questions/exercises from Guest Speaker(9) | Presentation 9:  
• IHI.org: PFC 101  
• Selected Current Article(s) |
| Week 13: Apr 3  | • Group Presentation on assigned readings (9)  
• Group Work Final Prep | • IHI.org: PFC 101(10b)  
• Complete IHI Survey for Certificate | Presentation 10:  
• Selected Current Article(s) |
| Week 14: Apr 10 | • Group Presentation on assigned readings (10)  
• Group Work Final Prep | • Complete Post Test(10) | |
| Week 15: Apr 17 | Final Group Presentations to UF Health Leadership Panel | • Final Project | |
| Week 16: Apr 24 | | • No Final Exam | |

**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.

**Course Materials and Technology**
For issues with technical difficulties for E-learning please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml
ACADEMIC REQUIREMENTS AND GRADING:

Grading

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<th>Assignment</th>
<th>Points or Percentage</th>
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<tr>
<td>IHI.org Lessons (10 per student)</td>
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<tr>
<td>Individual Homework Submissions (10 per student)</td>
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<tr>
<td>Evaluation of Group Presentations (10 per student)</td>
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<td>Group Presentation (1 per group)</td>
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<td>Midterm Project Pitch</td>
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<td>Final Project</td>
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<td>Total</td>
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<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>
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<td>Letter Grade</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>E</td>
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Please be aware that a C- is not an acceptable grade for graduate students. A grade of C would count toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
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For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy
There are no exams in this class. I will answer questions regarding assignments and projects prior to submission.

Policy Related to Make up Exams or Other Work
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 the professor if not ill.

Policy Related to Required Class Attendance
Part of your class grade is based on class participation in which attendance, signing into the course or IHI and completing the assigned work is part of the requirements and assessments. If an assignment is turned in late, a letter grade will be decreased by one letter for every day late.
STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT:
Expectations Regarding Course Behavior/ Communication Guidelines
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chat.
http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:
“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:
“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

SUPPORT SERVICES:

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when
requesting an accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. Online and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

BUT – Please do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.