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PUBH 7090 03F: Quality Improvement in Healthcare & Public Health

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**Georgia Southern University
Jiann-Ping Hsu College of Public Health**

PUBH 7090 03F: Quality Improvement in Healthcare & Public Health

Fall 2021

Last updated 08/01/2021

<u>Instructor:</u>	Dr. Linda Kimsey
<u>Office:</u>	Hendricks Hall Room 2008
<u>Phone:</u>	(912) 478-2008
<u>E-Mail Address:</u>	lkimsey@georgiasouthern.edu
<u>Office Hours:</u>	Online via Zoom or G-Chat. Any time by appointment. I aim to be available for you!
<u>Class Meets:</u>	This is an online course.

Course Catalog available at: <http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: None (*But Note: Microsoft Excel will be used.*)

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials are available for up to one year after graduation.

Catalog Description:

This course is an overview of the application of quality improvement (QI) in healthcare and public health settings. In both healthcare and public health, creating and maintaining a culture of continuous improvement is an essential component of an organization's performance and is vital to achieving the Institute of Healthcare Improvement's Triple Aim principles. After covering the history and theory of QI, this course introduces Lean, Six Sigma, and PDSA frameworks as well as the tools and techniques associated with the components of each. Practical application of tools will be emphasized using an A3 problem solving template with a case study approach.

Required Textbooks:

Niriyoba N. (2020). Basic tools for quality improvement in health care informatics. Licensed under Creative Commons License 4.0 (<https://creativecommons.org/licenses/by-nc-sa/4.0/>). ISBN: 978-1-64176-081-2). Available at no cost at: <https://textbooks.opensuny.org/basic-tools-for-quality-improvement-in-health-care-informatics/>

Pruitt S, Smith CS, & Perez-Ruberte E. (2020). Healthcare quality management: A case study approach. New York NY: Springer. ISBN 978-0-826-4514-7 (Accessible through GSU library.)

Recommended Textbooks: (*inexpensive (\$10-\$20) and worth keeping...just a good guide*)
Brassard M. et al. (2016). *The memory jogger 2: Tools for continuous improvement and effective planning.* (2nd ed). Salem, NH: GOAL/QPC. ISBN 978-1576811139

DrPH-Level Learning Outcomes:

1. **Apply evidence-based practice and research methods to advance the field of public health**
2. Develop culturally-sensitive public health policies or programs using interdisciplinary approaches grounded in legal and ethical principles
3. Integrate knowledge, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in addressing public health problems
4. Communicate public health information to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
5. Propose strategies for health improvement and elimination of health inequities including stakeholders, researchers, practitioners, community leaders and other partners

MPH Core Competencies in Health Policy & Management:

1. Define the main components and issues of the organization, financing and delivery of public health systems in the US and compare the economic, professional, social and legislative influences to include safety preparedness
2. Describe the legal, values and ethical dilemmas in public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
3. Compare the policy development, assessment, and evaluation process for improving the health status of populations; compare the potential impacts of policy and management on the conduct of public health research and practice
4. **Describe the principles of program development, management, budget preparation with justification and evaluation as related for public health initiatives; in that effort, define quality, cost benefit and performance improvement concept to address organizational performance issues in public health as well as trends in planning, resources allocation, and financing their effects on consumers, providers and payers in public health**
5. Define principles of strategic planning and marketing in public health and define how “systems thinking” can contribute to solving public health organizational problems
6. Compare leadership skills for building partnerships in public health and demonstrate health policy and management effectiveness using appropriate channels and technologies

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

At the completion of this course the student will be able to:

1. Describe the development of the science of quality improvement in health care and public health
2. Explain, compare, and contrast common quality improvement models (e.g., LEAN, Six Sigma, PDSA) and identify appropriate tools for phases of each model
3. Apply QI tools, including process mapping/flowcharting, cause and effect diagrams, PDSA, root cause analysis, and failure modes & effects analysis, appropriately
4. Demonstrate proficiency in data presentation to communicate why a quality improvement project is needed and its expected results
5. Use the A3 tool to document and manage a quality improvement project
6. Interpret statistical process analysis tools such as run charts and control charts
7. Identify management trends and best practices in support of organizational quality improvement

Assessment of Student Learning

A3 Case Study Analyses

There are five case study analyses in the middle of the course. The deliverable for each case study is an A3 that depicts the problem and the proposed solution using the A3 template provided. (LO 3,4,5)

Case Study Group Discussions

For each of the five case studies, you will use the collaborative annotation application Perusall to share and discuss your ideas regarding the case and what should be included on an A3 for it. (LO 3,4,5)

Homework assignments

There will be homework assignments during the first six weeks and the final three weeks of class. Homework assignments will be a mix of questions and problems from course readings and collaborative annotation Perusall assignments. (HW1: LO 2 HW2: LO 1,2 HW 3: LO 6 HW 4 & 5: LO 7)

Exams

There will be a mid-term and a final exam. These will consist of primarily objective questions. (Midterm: LO 1,2 Final: LO: 1-7)

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Content to be Covered During the Semester:

Week	Topic	Readings	Assessments
11-15 Aug	Intro to the Challenge of Quality	PSP & Niriyoba	
16-22 Aug	History of Performance & QI	PSP	
23-29 Aug	Mindset, Culture & Flow & Intro to 3 QI Frameworks	PSP 3&4 & additional	HW 1
30 Aug-5 Sep	Finding Opportunities for Improvement	Niriyoba Ch 2	
6-12 Sep	Collecting & Presenting Data	Niriyoba Ch 3	
13-19 Sep	Case Method and The A3	PSP 5 & 6	HW 2
20-26 Sep	Mid-Term		Midterm
27 Sep-3 Oct	Case 25: CHNAs & Bar Charts & Histograms	PSP Case 25	Case 25
4-10 Oct	Case 8: Patient Experience & Pareto Charts	PSP Case 8	Case 8
11-17 Oct	Case 3: Home Health Agency & Swim Lane Charts	PSP Case 3	Case 3
18-24 Oct	Case 4: Outpatient Eye Clinic & Value Stream Maps	PSP Case 4	Case 4
25-31 Oct	Case 11: Cultural Competency & Control Charts	PSP Case 11	Case 11
1-7 Nov	Control Charts: More In-depth	Niriyoba/TBD	HW 3
8-14 Nov	Organizing for Quality: High Reliability Orgs	To be provided	HW 4
15-21 Nov	Organizing for Quality: Management	To be provided	HW 5
22-28 Nov	THANKSGIVING BREAK		
29 Nov-1 Dec	Recap	To be provided	
2-6 Dec	Finals Week		Final

***Additional relevant readings may be assigned.**

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods

This graduate course is delivered in an online format in the Folio Learning Management System. **Students are expected to spend approximately 3-4 hours weekly interacting in the course site on Folio.** Written homework assignments, case studies requiring participation in via Perusall, and online exams constitute the basis of student evaluation.

Student Assessment

Weighting of assignments is as follows:

A3 Case Study Analyses (5 x 5%)	25%
Participation in Case Study Collaborative Discussion (5 x 2%)	10%
Homework (5 assignments)	35%
Mid-Term	15%
Final	15%
Total	100%

Grading Scale

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
0-59%	= F

- All grades above will be included in your final course grade.
- All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester.
- There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the professor within a reasonable amount of time.

**** Extensions are not guaranteed and will be granted solely at the professor's discretion.**

NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED

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General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three-credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not in Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students Office for support. This will enable the professor to provide any other resources that they may possess.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: <http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the student's responsibility to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not

authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date

ALL COURSE INFORMATION AND MATERIAL REMAIN THE PROPERTY OF THIS COURSE AND CANNOT BE UTILIZED IN ANY FORM WITHOUT THE EXPRESS WRITTEN PERMISSION OF THE COURSE INSTRUCTOR.