PUBH 730 – Quality Improvement and Leadership (Spring 2019)

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This course presents an overview of quality improvement (QI) and its important relationship to leadership with an emphasis on how these are intertwined. The course illustrates how QI can be applied in a variety of heath settings, spanning the full range from medical care to public health practice. It focuses on practical skills with sufficient theory to understand the origins of the philosophy and processes that are encompassed by QI, drawing heavily on practical real-world examples and on actual experiences of the students in their professional lives. The course has been designed for working practitioners who currently have management or leadership responsibilities within their organizations or plan to have such responsibilities in the future. The importance of this topic for all health practitioners and especially for leaders is summarized by the quote from Batalden and Davidoff: "Everyone in healthcare has two jobs: to do their work and to improve it."

Course Philosophy

The course structure is based on a philosophy of self-directed learning that fosters integrating course concepts into the students' current and future professional role. The course is designed to balance theory with practical lessons to increase students' knowledge, skill and abilities to manage and improve performance within their organizations, regardless of the organizational type or setting.

Students in this course should be experienced practitioners, who bring knowledge of their own specialty area, organization, or work setting to this course. Course goals are to introduce students to concepts, tools and resources while creating a learning environment that encourages each student to apply these concepts and tools in a meaningful way to their own professional experiences.

Course Objectives & Competencies

The course will be divided into two modules: quality improvement fundamentals and achieving quality results and process improvement. The learning objectives for each module are as follows:

Quality Improvement Fundamentals

- To have a thorough understanding of the meaning of quality improvement philosophy and processes and how they apply in medical and public health program service delivery
- To understand the basic definitions of quality and other associated terms that apply to health

care in general and to public health, in particular; and how these apply to your organization
- To understand the definition and importance of systems thinking, and how to apply systems thinking in quality improvement
- To understand the inter-relationship of leadership and quality improvement, including the importance of culture and vision
- To understand the important role of teams in quality improvement
- To understand the evolution of continuous quality improvement from manufacturing to health services and its applicability to a variety of health challenges including those of resource–poor countries

Achieving Quality Results and Process Improvement

- To understand and be able to apply process measurement and improvement methods
- To understand the meaning and value of statistical reasoning in quality improvement and to be able to apply these concepts in your organization
- To understand and be able to apply quality improvement tools in your organization
- To understand how quality improvement serves as a framework for leading organizational change and innovation

Foundational CEPH Competencies

This course builds skills in the following competencies outlined by the Council on Education for Public Health (CEPH):

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (D2.17)
- Apply systems thinking tools to a public health issue (D2.22)

Methods

The course is composed of lessons that are made up of required and optional activities; these include readings, assignments to be submitted and online lectures. (Note: all online lectures are made up of non-narrated power point slide presentations). Students will also be required to keep a journal to document how the course concepts and methods apply to their own work setting. Assignments to be submitted for grading will include summaries of journal postings, a midterm and final assignment that will be submitted as specified in the course schedule. **All assignments are individual assignments and are subject to compliance with the UNC Honor code**

Textbooks and Readings

Required Texts:

1. Diane L. Kelly. 2011. Applying Quality Management in Healthcare: A Systems Approach, 3rd ed. Chicago: Health Administration Press. ISBN: 978156793765 Note: This text can be purchased or rented online, however free chapters are available via the UNC library e-book collection. Links to each chapter can be found on Sakai in each lesson.
2. William A. Sollecito and Julie K. Johnson (Eds.). 2013. McLaughlin and Kaluzny's Continuous Quality Improvement in Health Care, 4th Ed. Sudbury, MA, Jones and Bartlett Publishers. ISBN: 9780763781545 NOTE: This textbook is available in the UNC Libraries and required chapters are available digitally on the Readings e-Reserves page. It should also be noted that the Co-Instructor, Dr. Bill Sollecito, is the Lead Editor for this textbook, and an author of selected Chapters.
3. C. P. McLaughlin, J. K. Johnson, and W. A. Sollecito (Eds.). 2012. Implementing Continuous Quality Improvement in Health Care: A Global Casebook, Sudbury, MA, Jones and Bartlett Publishers. ISBN: 9780763795368 NOTE: This textbook is available in the UNC Libraries and required Chapters are available digitally on the Readings e-Reserves page. It should also be noted that the Co-Instructor, Dr. Bill Sollecito, is the Third Editor for this textbook, and an author of selected Chapters.

Other required and optional readings are found on:

1. HSL e-Reserves: Quality Improvement and Leadership, PUBH 730 Readings. Available online in Sakai.

Note: A list of additional optional texts and readings are included in selected lessons for future reference; these are not required for the course but are provided for your future use as you apply quality improvement to your organization.

Grading

Your final grade will be based on a combination of individual assignments.

- **Individual grade components:**
  - Journal Posting Summary (20%)
  - Module 1 (Mid-term) Assignment (40%)
  - Final Assignment (40%)

Grading Scale:

H	Clear Excellence
P	Entirely Satisfactory
L	Low Passing
F	Failed
IN	Incomplete
AB	Absent from Final Exam

Explanation: A grade of H can be earned only by exceeding all expectations in the assignment. An H- on an assignment would mean that you exceeded all expectations but you had some minor errors (but none that kept you from providing accurate answers to every request in the assignment). A P is "Perfectly Acceptable." This means that you met the expectations of the assignment. More than minor omissions or factual errors would result in a grade lower than a P.

Schedule

See the **Course Schedule & Course Materials section on Sakai** for the assigned online lectures, readings and assignments.

Assignments

There is a midterm and final assignment for this course, as well as a journal posting assignment. All assignments are listed on the assignment tab for each lesson in Sakai and all student responses are to be posted to the appropriate assignment tab for each lesson. Access to assignments will be posted on Sakai several weeks before the assignment is due and must be completed on time unless you have requested and received permission of the instructor for a late submission. Otherwise late submissions will be subject to automatic grading penalties.

Journal postings: There is a combination of required and optional journal postings associated with lessons in the course. Details on the requirements of postings are included on the assignment page associated with each lesson. There is one required graded assignment to be submitted based on the journal postings.

All assignments are individual (not team) assignments and are subject to compliance with the UNC Honor code; all assignments submitted for grading (excluding lesson specific journal postings) must include the UNC Honor Pledge (as defined below) with the assignment; any assignment that is

submitted without the honor pledge will be considered to be a late assignment until the honor pledge is received.

Honor Code Pledge: "By including this sentence, I acknowledge that I understand that the Honor Code applies to this assignment and that further, I attest that I have neither given nor received help in completing this project."

UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the University's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the Honor System at UNC, students are expected to:

a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.

b. Learn the recognized techniques of proper attribution of sources used in written work; and identify allowable resource materials or aids to be used during completion of any graded work.

c. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.

d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

If you have any questions about your rights and responsibilities, please consult the Honor Code or consult these other resources:
- Honor System tutorial
- UNC Library Plagiarism Tutorial
- UNC Writing Center Handout on Plagiarism

Valuing Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that occurs in this course. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presence", including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

This class follows principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. As instructors of PUBH 730, we share the School's commitment to diversity and expect all students to uphold all UNC diversity and inclusion policies.

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. The Equal Opportunity and Compliance Office (100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies.

Technology & Technical Support

This course will use Sakai for materials, assessments, interactions, and resources. You can access Sakai at https://sakai.unc.edu. The Gillings School of Global Public Health has created a Sakai Orientation to familiarize yourself with the system: https://courses.sph.unc.edu/sakai_orientation/.

There are a several technical support options:

General Computer Help: Contact UNC ITS Help Desk

The UNC Information Technology Services (ITS) department provides technical support 24 hours per day, seven days per week.

General computer help refers to problems with computer hardware and printers, problems connecting to UNC, and problems with software (RealPlayer, Adobe Acrobat Reader, etc.).

If you need general computer help, please contact the ITS Help Desk by phone at **919-962-HELP (919-962-4357)**, by email at **help@unc.edu**, or by visiting their web site at http://help.unc.edu.

Course-Specific Help: Contact Course Instructor

The course instructor can provide help with course-specific technical problems. **Please direct all course-specific correspondence to Professor Sollecito. (**bill_sollecito@unc.edu**).**

Course-specific technical problems refer to finding broken links or missing elements on course pages, trouble accessing course materials, etc. If the course instructor is not able to resolve the problem s/he will forward your request to the ITS Help Desk and they will respond to you as soon as possible.

When sending the course instructor an email requesting technical help, please type **TECHNICAL HELP** in the subject line of your email message so that s/he can respond quickly. Also, include a detailed description of your problem, including the page(s) where you encountered the problem, your phone number, preferred email, and the best time to reach you.

Course Schedule (lessons run from Monday-Sunday)

Course Overview and Expectations: Jan 9-13

Module 1 – Quality Improvement Fundamentals

Lesson 1: Jan 14-20

- Evolution of Quality Improvement in Health

Lesson 2: Jan 21-27

- Opportunities for Improvement in Public Health

Lesson 3: Jan 28-Feb 3

- Fundamentals of Quality for Public Health and Health Care

Lesson 4: Feb 4-10

- Systems Thinking

Lesson 5: Feb 11-17

- Leadership and Establishing a Culture of Quality Improvement

Lesson 6: Feb 18-24

- Teams in Quality Improvement

Lesson 7: Feb 25-Mar 3

- Setting Direction
- Vision

Journal Posting Summary Assignment (Due Sunday, March 3rd by 11:55pm ET)

Lesson 8: Mar 4-10

- Global Quality Improvement
  - Global Case Study

Module 1 Midterm Assignment (Due Sunday, March 24ʰ by 11:55pm ET)

Spring Break: March 9 - 17

Module 2 - Achieving Quality Results and Process Improvement

Lesson 9: Mar 18-24

- External Quality Requirements
  - Accreditation
  - QIOs

Lesson 10: Mar 25-Apr 7
- Broad-Based Approaches to Leading Improvement
  - PDSA
  - Improvement Collaboratives
  - LEAN Six Sigma

Lesson 11: Apr 8-21

- Improving Processes
- Measuring Performance
  - Statistical Reasoning
  - Root Cause Analysis
  - Tools

Lessons 12: Apr 22-26

- Course Summary
  - CQI as a Framework for Leading Change

Final Assignment (Due Friday, April 26ᵗʰ by 11:55pm ET)

Please complete online course evaluations