

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6385: Performance Management for Health Care Managers
| Spring 2025

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Office Hours: zoom/in-person or by appointment

REQUIRED RESOURCES:

Six Sigma Memory Jogger II A Pocket Guide by Michael Brassard, Lynda Finn, Dana Ginn, Diane Ritter, Cathy Kingery.

Supplemental readings are assigned through Canvas

Prerequisites None

Technology. Students should have a working knowledge of basic statistics, Excel, and PowerPoint

Required Equipment: Computer with high-speed Internet access and use of a supported browser. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

For technical support for this class, please contact the UF Help Desk at:-

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

COURSE OVERVIEW:

This course will introduce students to 1) applying systems perspective in quality measurement, 2) using quality improvement tools and methodologies, and 3) developing high-reliability healthcare organizations. Learning objectives and related CAHME competencies are provided below in the weekly course schedule.

Course Schedule:

Date/ Topic	Learning Objective	Readings/ Assignments
<p>MODULE 1: SYSTEM PERSPECTIVE ON QUALITY MEASUREMENT</p> <p>Students will be presented with lectures on frameworks (week 2), publicly available metrics (week 3), HEDIS, CMS, and MIPS (week 4). Each week students will have 30 minutes to work independently on one or more deliverables and 1 hour to work in small groups to apply the lecture material and independent work. Individual-level homework will be assigned. (BAT -3) (level 2)</p>		
<p>Week 1: 1/16</p> <p>Course Expectation;</p> <p>Systems Thinking for Quality Improvement</p>	<p>To understand course expectations.</p> <p>To explore how systems interact to influence healthcare processes.</p>	<p>Introduction to the course</p> <p>Lecture:</p> <p>Systems Thinking in Healthcare</p> <p>Videos:</p> <p>Dr. Mike Evans an Illustrated Look at QI in Healthcare</p> <p>Profound Knowledge 1</p> <p>Profound Knowledge 2</p> <p>Deliverables (in-class):</p> <p>Complete the IHI assignment on Profound Knowledge within a small group and submit on Canvas</p>
<p>Week 2: 1/23</p> <p>Analyze and Compare Healthcare Quality Frameworks</p>	<p>To demonstrate an understanding of different quality frameworks</p>	<p>Lecture:</p> <p>Historical Quality Initiatives</p> <p>Videos:</p> <p>Defining Quality: Aiming for a Better Healthcare System</p> <p>Required Readings (before the lecture):</p> <ul style="list-style-type: none"> • Six Sigma Memory Jogger: pages 1-1, 25-26. • Berwick DM, Nolan TW, Whittington J. The Triple Aim: Care, health, and cost. <i>HealthAffairs</i>. May/June 2008;27(3):759-769. • Institute of Medicine. (1999). <i>To err is human: Building a safer health system</i>. (Executive summary only) • Institute of Medicine (2003). <i>Crossing the Quality Chasm</i>. <p>Deliverables (in-class):</p> <ol style="list-style-type: none"> 1. Individually: Comparative analysis of quality framework 2. Group: Development of a new framework <p>Deliverables (Homework)</p> <ol style="list-style-type: none"> 1. Article critique to be completed individually. See Canvas for directions.

Date/ Topic	Learning Objective	Readings/ Assignments
Week 3: 1/30 Quality Metrics in Practice	To explore how quality metrics are used to inform process and clinical decision-making in academic medical centers	Lecture: Guest Speaker: Susan Hendrickson Division Director, Quality and Patient Safety Officer UF Health Jacksonville Required Readings (before lecture): <ul style="list-style-type: none"> ○ TBD Deliverables (In-class): <ul style="list-style-type: none"> ○ TBD Deliverables (Homework): <ul style="list-style-type: none"> ○ TBD
Week 4: 2/6 Explore Publicly Available Quality Measures	To investigate quality measures accessible to the public	Lecture: Publicly available measures Required Readings (before lecture): <ul style="list-style-type: none"> • O'Hara LM, Caturegli I, O'Hara NN, et al. What publicly available quality metrics do hip and knee arthroplasty patients care about most when selecting a hospital in Maryland: a discrete choice experiment. <i>BMJ Open</i> 2019;9:e028202. doi:10.1136/bmjopen-2018-028202 • Anna D. Sinaiko, Elizabeth Bambury, and Alyna T. Chien, <i>Consumer Choice in the U.S. Health Care: Using Insights from the Past to Inform the Way Forward</i> (Commonwealth Fund, Nov. 2021). https://doi.org/10.26099/7xbc-sb06 Deliverables (In-class): <ol style="list-style-type: none"> 1. Individually: Detailed analysis of quality metrics from Hospital Compare and 1 other website 2. Group: Evaluation of the impact of public measures on consumer behavior. Deliverables (Homework): <ol style="list-style-type: none"> 1. Map quality metrics from Hospital Compare and an assigned website to the three frameworks

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Week 5: 2/13 Evaluate Hospital-Based, Provider-level, and Health Insurance Quality Metrics	Evaluate the CMS value-based purchasing metrics for hospitals and physicians. Assess health plan performance using quality indicators.	<p>Lecture: Value-Based Purchasing and Price Transparency</p> <p>Required Readings (before the lecture):</p> <ul style="list-style-type: none"> Hospital Characteristics and Value-Based Performance Predict Value-Based Purchasing Scores. Chen A., Revere L., Hussey C., Large J., (2018). Arenchild M, Offodile AC, Revere L. Do We Get What We Pay For? Examining the Relationship Between Payments and Clinical Outcomes in High-Volume Elective Surgery in a Commercially-Insured Population. INQUIRY: The Journal of Health Care Organization, Provision, and Financing. 2020;57. doi:10.1177/0046958020968780 <p>Deliverables (In-class):</p> <ol style="list-style-type: none"> Group: Analysis of changes in hospital-based quality metrics over 3 years Group: Powerpoint presentation to BOD <p>Deliverables (Homework):</p> <ol style="list-style-type: none"> Comparative evaluation of Health Plan or Physician quality metrics
<p>MODULE 2: APPLICATION OF QUALITY IMPROVEMENT TOOLS</p> <p>Students will implement Lean Six Sigma methodologies, using the DMAIC approach (define, measure, improve, analyze, and control), to analyze factors contributing to readmissions and develop effective solutions leading to cost savings and high patient satisfaction. (BAT -1) (level 3), (BAT-3) (level 2).</p>		
Week 6: 2/20 Introduction to Lean Six Sigma	To gain a broad understanding of how Lean Six Sigma is used for performance improvement in the field.	<p>Lecture: Introduction to Lean Six Sigma</p> <p>Guest Speaker: Tentative Sandra Johnson, MHA, CPC, CPPM, CPC-I, Director Department of OBGYN, University of Florida</p> <p>Required Video</p> <p>Required Readings (before the lecture):</p> <ul style="list-style-type: none"> Six Sigma Memory Jogger: pages 1-1, 25-26. Revere, L. and K. Black (2003). Integrating Six Sigma with Total Quality Management: A Case Example for Measuring Medication Errors. Journal of Healthcare Management. Vol 48 Issue 6, p377-392. <p>Deliverables (in-class):</p>

Date/ Topic	Learning Objective	Readings/ Assignments
<p>Week 7: 2/27</p> <p>Define Phase</p>	<p>To create a project charter for a Lean Six Sigma project aimed at reducing readmission rates.</p>	<p>Deliverables (Homework):</p> <ol style="list-style-type: none"> 1. Individually: Compare and contrast PDSA and LSS <p>Lecture:</p> <p>Lean Six Sigma Define Phase</p> <p>Required Readings (before the lecture):</p> <ul style="list-style-type: none"> • Six Sigma Memory Jogger: pages 12-14 and the following tools: Charter, CTQs, Data Collection, Tollgate • Stijn Schretlen, Paulien Hoefsmit, Suzanne Kats, Godefridus van Merode, Jos Maessen, Reinier Zandbergen - Reducing surgical cancellations: a successful application of Lean Six Sigma in healthcare: <i>BMJ Open Quality</i> 2021;10:e001342. <p>Deliverables (In-class):</p> <ol style="list-style-type: none"> 1. Group: Create a project charter 2. Group: Identify process steps 3. Group: Determine data needs <p>Deliverables (Homework):</p> <ol style="list-style-type: none"> 1. Group: Voice of the customer analysis 2. Individually: Readmission rates and value-based purchasing analysis
<p>Week 8: 3/6</p> <p>Measure Phase</p>	<p>To map a process flow using flowcharting tools, develop data collection tools, and analyze readmission process flow and initial data.</p>	<p>Lecture:</p> <p>Lean Six Sigma MEASURE</p> <p>Creating process maps</p> <p>Required Readings (before the lecture):</p> <ul style="list-style-type: none"> • Six Sigma Memory Jogger: pages 14-17; and the following tools: Data points/types, Flowchart, Histogram, operational definitions, Pareto chart, Run chart • Kam, A.W., Collins, S., Park, T., <i>et al.</i> Using Lean Six Sigma techniques to improve efficiency in outpatient ophthalmology clinics. <i>BMC Health Serv Res</i> 21, 38 (2021). https://doi.org/10.1186/s12913-020-06034-3 <p>Deliverables (In-class):</p> <ol style="list-style-type: none"> 1. Group: Create a detailed process maps 2. Group: Develop a data analysis collection plan 3. Group: Determine data needs

Date/ Topic	Learning Objective	Readings/ Assignments
		<p>Deliverables (Homework):</p> <p>4. Group: Finalize process flowchart from in-class work</p>
Week 9: 3/13 Analyze Phase	To analyze existing data to explore likely drivers of readmissions and or variation.	<p>Lecture: Lean Six Sigma ANALYZE</p> <p>How Can you Identify and Confront Workaround (IHI) (Video/ Discussion) How do visual tools help improvement? (Video/ Discussion)</p> <p>Required Readings (before the lecture):</p> <ul style="list-style-type: none"> • Six Sigma Memory Jogger: pages 17-19; and the following tools: Brainstorming, Cause-and-effect, focused problem statement, scatter diagram, tree diagram • Nino, Valentina, et al. "Improving the Registration Process in a Healthcare Facility with Lean Principles." <i>Journal of industrial engineering and management</i> 14.3 (2021): 538–551. Web. <p>Deliverables (In-Class)</p> <ol style="list-style-type: none"> 1. Group: Develop a root cause analysis 2. Group: Create a Pareto chart <p>Deliverables (Homework):</p> <ol style="list-style-type: none"> 1. Individually: Conduct a 5 Whys 2. Individually: Reflection on assigned articles
3/20	Spring Break	
Week 10: 3/27 Improve Phase	To identify, prioritize, and recommend solutions using a driver diagram, prioritization matrix, estimated implementation expenses, and expected benefits.	<p>Lecture: Lean Six Sigma Improve</p> <p>Required Readings (before the lecture):</p> <ul style="list-style-type: none"> • Six Sigma Memory Jogger: pages 19-24; and the following tools: Gantt chart, control charts, FMEA, involvement matrix, PDCA, prioritization matrix, communication plan, and Six Sigma storyboard. • Lu, A.D., Kaul, B., Reichert, J. <i>et al.</i> Implementation Strategies for Frontline Healthcare Professionals: People, Process Mapping, and Problem Solving. <i>J GEN INTERN MED</i> 36, 506–510 (2021). https://doi-org.lp.hscl.ufl.edu/10.1007/s11606-020-06169-3

Date/ Topic	Learning Objective	Readings/ Assignments
		<p>Deliverables (in-class):</p> <ol style="list-style-type: none"> 1. Group – Develop a Driver Diagram 2. Group – Complete a Prioritization matrix <p>Deliverables (Homework):</p> <ol style="list-style-type: none"> 1. Group – Create an implementation budget and justification
Week 11: 4/3 Control Phase	Create a monitoring plan using control charts and a control plan. Develop a timeline for implementation and monitoring using a Gantt chart.	<p>Lecture: Lean Six Sigma Control</p> <p>Required Readings (before the lecture):</p> <ul style="list-style-type: none"> • Six Sigma Memory Jogger: pages 19-24; and the following tools: Gantt charts, control charts, involvement matrix, communication plan, Six Sigma storyboard. • Adeel Akmal, Nataliya Podgorodnichenko, Jeff Foote, Richard Greatbanks, Tim Stokes, Robin Gauld, Why is Quality Improvement so Challenging? A Viable Systems Model Perspective to Understand the Frustrations of Healthcare Quality Improvement Managers, Health Policy, Volume 125, Issue 5, 2021, Pages 658-664, ISSN 0168-8510, https://doi.org/10.1016/j.healthpol.2021.03.015. <p>Deliverables (In-class):</p> <ol style="list-style-type: none"> 1. Group: Create control charts and key findings 2. Group: Develop a control plan <p>Deliverables (Homework):</p> <ol style="list-style-type: none"> 1. Group: Create a Gantt chart depicting the implementation and work plan timeline.
<p>MODULE 3: HIGH RELIABILITY HEALTHCARE ORGANIZATIONS</p> <p>Students will explore the principles of high-reliability healthcare delivery by identifying key issues in patient safety, determining methodologies to reduce medical errors, and evaluating strategies for promoting a culture of safety (HOP -1) (level 1)</p>		
Week 12: 4/10 Patient Safety and High Reliability	To understand the principles of patient safety and high reliability	<p>Lecture: What is High Reliability? Keeping Patients and Staff Safe</p> <p>Required Readings (before lecture):</p> <ul style="list-style-type: none"> • Patient Safety 101 - AHRQ

Date/ Topic	Learning Objective	Readings/ Assignments
		<ul style="list-style-type: none"> • Sutcliffe, K. (2023). Building Cultures of High Reliability: Lessons from the High Reliability Organization Paradigm. <i>Anesthesiology Clinics</i>, 41, 707-717. https://doi.org/10.1016/j.anclin.2023.03.012 • Wiegmann, D. A., Wood, L. J., Cohen, T. N., & Shappell, S. A. (2022). Understanding the “Swiss cheese model” and its application to patient safety. <i>Journal of Patient Safety</i>, 18(2), 119-123. https://doi.org/10.1097/PTS.0000000000000810 <p>Deliverables (in-class)</p> <ol style="list-style-type: none"> 1. Group: You are the safety officer – case study response. Analyze real-world examples of patient safety issues in healthcare settings. <p>Deliverables (homework):</p> <ol style="list-style-type: none"> 1. Group: Choose an improvement presentation topic- choose the topic for the week 14 presentation and create an executive summary for the topic.
Week 13: 4/17 Safety Events and Culture of Safety	To analyze patient safety events and strategies for promoting a culture of safety.	<p>Lecture: Reporting, Analyzing, and Responding to Safety Events Creating a Culture of Safety</p> <p>Required Readings (before lecture):</p> <ul style="list-style-type: none"> • PSNet Culture of Safety - AHRQ • PSNet Application of Safety ii Principles – AHRQ • Bisbey, T. M., Kilcullen, M. P., Thomas, E. J., Ottosen, M. J., Tsao, K., & Salas, E. (2021). Safety Culture: An Integration of Existing Models and a Framework for Understanding Its Development. <i>Human factors</i>, 63(1), 88–110. https://doi.org/10.1177/0018720819868878 <p>Deliverables (in-class)</p> <ol style="list-style-type: none"> 1. Present improvement project topic summary. 2. Group: Safety Storyboard - Create a storyboard for a patient safety event report investigation, working through the review process, what you would investigate, and how you would perform a root-cause analysis. <p>Deliverables (homework):</p>

Date/ Topic	Learning Objective	Readings/ Assignments
		1. Group: Complete final case analysis
4/24		Reading Days
Week 14: 5/1 Patient Safety Quality Improvement Project	To synthesize course learning by selecting a patient safety topic, identifying key metrics that are publicly and or privately available, developing a project charter for improving the patient safety topic, documenting the internal and external impact of the topic on stakeholders, and advocating for senior leadership to allocate resources for the QI project.	Deliverables (in-class): 1. 15-minute Team Case Presentation Deliverables (homework): 1. 7-page written case summary

ACADEMIC REQUIREMENTS AND GRADING:

Weekly in-class deliverables:

In-class assignments are assigned weekly. Students who are not in class that week will not be permitted to make up missed assignments; however, students are permitted to drop 2 weekly assignment grades.

Weekly homework deliverables

Homework assignments are assigned for most weeks in the semester. Late assignments will be accepted by docked by 20% for each day they are late.

Team Case presentation

The team will present a PowerPoint presentation to senior leadership advocating for their patient safety Lean Six Sigma project.

Peer Team Case Assessment

Students will assess other team’s presentations.

Team Case Summary

A final written case summary discussing the proposed patient safety Lean Six Sigma project will be uploaded to Canvas.

Grading Policy:

Weekly class deliverables	25%
Weekly homework deliverables	25%
Team Case Presentation	15%
Peer Team Case Assessment	10%
Team Case Summary	25%

The point system used (i.e., how do course points translate into letter grades).

Example:

Points earned	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	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students to graduate must be 3.0 or higher.

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>

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phphp.ufl.edu/services/resourceguide/getstarted.htm>

Late Assignments:

Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to Canvas on time. In rare cases, the instructor may accept a late assignment (e.g., bereavement, illness). If one team member is out, please ensure another team member can

submit the assignment on time.

Expectations Regarding Course Behavior

It is important to attend all classes, take detailed notes, and actively participate in class and group discussions to succeed in the course. It is also critical for students to work together effectively in a team. The course will go over common behaviors that make individuals good team members. Finally, students are expected to be engaged and respectful of the instructor and guest speakers.

Communication Guidelines

Please email the instructor with any questions that you have. Please allow a 1-day business response time. If you have an urgent concern, feel free to call my office.

Academic Integrity

Students are expected to act by 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 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 the Graduate Student Website for additional details: <https://catalog.ufl.edu/graduate/regulations/#text>

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

Online Faculty Course Evaluation Process

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, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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 already be 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 website 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 website at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect the diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination concerning race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for the inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.