Healthcare Improvement Experience Syllabus

Approved: 2/19/2020

Credit Hours: 1.0

Contact Information

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Course Information

Brief Description of Course

The Healthcare Improvement Experience is a required course in the Value Driven Healthcare pathway. In this course, students will utilize concepts and tools they learned in preceding courses and contribute to ongoing quality improvement (QI) efforts. In collaboration with a project sponsor, they will work with experts in the healthcare environment here at the University of Utah Health and/or its affiliates on a local QI project. Students will work directly with their project sponsors and additionally meet periodically with course instructors through regular coaching sessions. All students will be required to present their work with a written summary and oral presentation of their efforts. Students who wish to and are able to continue their efforts beyond the semester may do so at the discretion of their sponsor.

Course Goals

As a result of successfully completing the Improvement Project Elective course, students will be able to:

1. Distinguish between quality improvement and research and explain when to use each approach
2. Create a problem statement that identifies what the problem is, why it is a problem, and how the problem impacts the customer and a goal statement utilizing the SMART framework
3. Describe the qualities of a useful metric and either identify or design appropriate metrics for a quality improvement project
4. Using baseline analysis tools and techniques, clearly define the current state of a problem and the relevant process(es)
5. Using causal analysis tools and techniques, identify specific factors contributing to the problem
6. Design one or more effective countermeasures using common quality improvement tools and principles
7. Create a monitoring plan that utilizes techniques to ensure accountability
8. Explain their QI project to an audience using a concise visual project summary

Course Format & Schedule

Timeline

Students will meet with course instructors at least twice throughout the semester. Students may request alternate dates with instructors if these conflict with other engagements.

Students will be expected to meet with their project sponsor and other team members per their own individual schedules. We anticipate a minimum of 40 hours of effort over the course of the semester.

Educational and Instructional Modalities

Modality	Percentage
Individual/small group	90%
Coaching	5%
Presentation	5%

Role of the Student in this Course
Students will be expected to:
1. Utilize the University of Utah Health Problem Solving Framework to better define and understand their opportunity for improvement as well as design an intervention. At a minimum, students will progress through the problem statement, baseline analysis, investigation, and intervention design phases of the Problem Solving Framework. If the intervention is not implemented, students should outline a proposed plan for implementation and monitoring.
   a. Time- and resource-permitting, students will be encouraged to implement their interventions and make additional modifications through subsequent plan-do-study-act (PDSA) cycles. Students should then additionally present findings from their implementation and monitoring phases.
2. Attend a minimum of two coaching sessions with course instructors, rescheduling as needed if conflicts arise.
3. Meet with their project sponsors prior to beginning their project and additionally as needed throughout the semester.
4. All students will be required to present their work through a poster presentation at the end of the semester.

Required Textbook(s)/Readings
Lessons on Improvement on University of Utah Health's Accelerate Learning Community website:
https://accelerate.uofuhealth.utah.edu/explore
Additional instruction on data analysis will be provided as needed by course directors and/or project sponsors.

Additional Resources
Provided as needed throughout semester by course instructors.

Assessment & Grading

Assessments

Assessment Name	Weight toward Final Grade	Course Goal Assessed	Due Date
Attendance at coaching sessions with course instructors	Must Pass		<course end date>
Meeting with sponsors	Must Pass		<course end date>
Poster Presentation	Must Pass		<course end date>

Grading Criteria
1. Attendance at coaching sessions will be monitored on Canvas.
2. Poster presentation will be graded based on descriptions of required phases of project: problem statement, baseline analysis, investigation, intervention design, and either proposal for or result of implementation and monitoring phases. A peer review formative assessment will be used.

Grading System
Students will receive a final letter grade of PASS (P), or FAIL (F) for this course.

   PASS: A student who achieves the criteria, will be assigned a grade of PASS for the course.

   FAIL: A student who fails to achieve the criteria for PASS, will be assigned a grade of FAIL for the course.

Student Feedback
Student feedback is an important aspect of curriculum quality improvement. Thus, students are expected to complete all assigned feedback surveys specific to a course by the due date.

Standard Policies
Please refer to the Student Handbook (on the Student Affair's website) for these policies:
   Accommodations
   Addressing Sexual Misconduct
   Dress Code
   Examination and Grading Policies

Grade or Score Appeal
Professionalism, Roles & Responsibilities
Mistreatment
Infectious, Environmental and Bloodborne Pathogen Exposures Policy

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access Services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability and students seeking to establish the existence of a disability and to request accommodation are required to meet with the CDA Director for recommended accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

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