

SYLLABUS

Course title: Leadership for Healthcare Improvement

Dates: Mar. 23 & 30, 2022, 1-5 pm

Course Director Information

Nathan (“Nate”) Spell, MD ([profile here](#))



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Course Overview

This course is an offering of the Emory Quality Academy, formed at Emory Healthcare in 2007 to train healthcare professionals in quality improvement and patient safety skills to provide better, safer and more efficient care. Leadership for Healthcare Improvement is an overview of foundational principles of quality improvement (QI) and patient safety, not intended to create QI experts, but designed to give leaders the core knowledge to support the environment where QI activities are operating. The course touches on healthcare economics and the imperative to drive value, understanding process performance and managing with data, leading change, basic improvement methodologies, population health management, and actions to manage the workplace culture in support of QI, patient safety, and team engagement.

Course Credit

This course provides CME and CNE credits but is not part of an Emory degree program and will not be formally graded.

- *The Emory University School of Medicine designates this course for a maximum of 11 hours of AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity. The Emory University School of Medicine is accredited by the ACCME to provide continuing medical education for physicians. Additionally,*
- *Emory Nursing Professional Development Center (ENPDC) is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation. Attendees to this activity will be awarded contact hours by ENPDC upon completion of the activity evaluation and by participating in 90% of the activity time.*
- *No conflict of interest has been found with the speaker(s) for this activity nor with the members of the planning committee.*

Course Goals

Participants in this course will be able to:

1. Describe our health system performance and the capabilities of humans working with processes and equipment.
2. Articulate a case for improving the value we bring to patients and our community.
3. Think and act as a leader, building a constructive workplace culture that promotes QI and safety with empowered staff and health professionals.

Learning format

In response to the COVID-19 pandemic and need to reduce in-person exposures, this course will be offered online through a combination of asynchronous (self-paced) learning and synchronous online class sessions for discussions, debriefing, and shared activities.

Your Participation in the Course

- Prepare for and attend class sessions as outlined in the schedule below. In addition to requesting the time away from work you will need for class sessions, consider your need for time to prepare adequately.
- The Zoom link for the course will be the same each class session.
- If at any time you find difficulty participating fully in aspects of the course for any reason, please let me know. I will work with you to reduce those challenges and welcome you to participate in future offerings of content you miss.

Technology for the Course

- Computer with webcam and microphone (or earbuds or headset with microphone) to enable you to participate via Zoom. A telephone can be used for audio if your computer does not have a microphone. A smartphone with camera can be used for the Zoom meetings, though you will want a computer available, also.
- Adequate internet access for video streaming
- OneDrive will be used as the file sharing platform for course content. I will send you an invitation to the folders for the course about a week before the first class meeting.

Online Presence

The synchronous sessions when we are all present online together will be interactive. For these sessions, please be prepared to have your camera on so that you can fully participate. An important aspect of the course is building our community of colleagues engaged in this important work. Tips and resources for online learning are available [here](#).

Schedule

Attend both class sessions on Zoom.

Information about the pre-work will be sent to you in advance.

Syllabus - Day 1			
Time	Topic	Details	Time Allotted
Pre-Class Preparation work	Read Articles (copies are in the folder Quality Academy Readings)	The Cost Conundrum by Atul Gawande , Health Care Spending in the United States and Other High-Income Countries by Papanicolas, et al.	2 hrs
	Watch video mini-lectures	Reliability and Human Factors Engineering High Reliability Organizations Understanding variation History of QI QI methods overview	1 hr
1:00 PM	Welcome	Introduction and overview	10 minutes
1:10 PM	The Case for Quality and Value: What are the issues and why must we tackle them at national and local levels?	Review main points from pre-course reading. Exercise comparing US to other countries. Breakout activity on US system performance data and the drivers.	60 minutes
2:10 PM	BREAK		10 minutes
2:20 PM	Reliability: Taking Human Factors into Account	Stroop effect demonstration Principles of Error Proofing Error proofing exercise (breakout activity)	50 minutes
3:10 PM	BREAK		10 minutes
3:20 PM	Managing Change	Responding to process variation Standardization and Reduction of artificial variation Change management strategies Exercise to write elevator pitch	50 minutes
4:10 PM	BREAK		5 minutes
4:15 PM	EmPower -- Emory's adoption of Lean	Core principles of Lean A3 problem solving approach	15 minutes
4:30 PM	Lean tools and homework: Waste walk	Use a Lean technique to identify wastes	30 minutes
5:00 PM	ADJOURN		

Syllabus - Day 2			
Time	Topic	Details	Time Allotted
Pre-class preparation work	Implicit Bias	Do at least 3 Implicit Association Tests https://implicit.harvard.edu/implicit/	2 hrs
	Watch video	Playing It Safe by John Nance (Key note address for the 1999 IHI Annual Conference)	
1:00 PM	Review of homework	Debrief waste walks or other application of Lean tools	20 minutes
1:20 PM	Supporting a culture of safety and improvement	Care Transformation Model Interview and dialogue with a patient/family adviser	60 minutes
2:20 PM	BREAK		10 minutes
2:30 PM	Transparency with patient outcomes	Exercise on disclosure of error and effective apology	80 minutes
3:50 PM	BREAK		10 minutes
4:00 PM	Fair and Just Culture	FJC exercise and case studies	60 minutes
5:00 PM	ADJOURN		