

**Course:** Quality and Value in Health Care

**Course Number** GEN 2012W

**Academic Group:** Medical School

**Department:** GEN, Office of Medical Education

**Faculty Coordinator:** Dorothy Sendelbach

**Asst. Fac. Coordinators:** Gary Reed, Pinki Karve

**Periods Offered:** 7A, 7B, 8A, 11B

**Session:**

**Length:** 2 weeks

**Credit hours:** (1 credit/2weeks of elective time)

**Max # of Students:** no limit

**Grading:** Pass/Fail

**Repeat for Credit:** NO

**Allow multiple enroll in term:** NO

**Special consent to enroll:** Y/N

**If Yes, Departmental:** Y/N

**Instructor:** Y/N

**Final exam:** Y/N

**Method of delivery:** Remote

**First Day Contact:** n/a

**First Contact Time:** n/a

**First Day Location:** REMOTE Elective

**Prerequisites:** Successful completion of preclerkship curriculum; This course may NOT to be taken by students who have completed the required modules via another course, and is NOT to be taken by students who plan their Scholarly Activity in QI.

- I. **Course Description:** This is a 2 week, remote, asynchronous course delivering a foundational knowledge of quality improvement and the concept of high value care delivery. Students will complete assigned readings, modules and watch assigned videos. Students will acquire the IHI Basic Certificate in Quality & Safety, complete a reflection essay and provide evidence of completion of the assigned High Value Care modules. Faculty will be available via discussion boards to answer questions students may have.

Educational Program Objectives	Related Course Objectives	Assessment methods ( <i>examples below</i> )
<b>Knowledge for Practice:</b>	1. The student will know how to decrease patient’s out of pocket health costs at the	Completion of the assigned High Value Care Modules

Remote Elective template

<p>Students will demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.</p>	<p>bedside via high-value prescribing, and use communication techniques that build trusting relationships with patients enabling the delivery of high-value care. 2. Student will be able to describe a patient centered approach to responding to adverse events.</p>	
<p><b>Interpersonal and communication skills:</b> Students will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, families and health professionals.</p>	<ol style="list-style-type: none"> <li>1. Students will communicate effectively via chat, written assignments, email.</li> <li>2. Student will know how to promote effective communication and teamwork using communication tools.</li> </ol>	<p>Course director observation Completion of required IHI modules</p>
<p><b>Personal and professional development:</b> Students will adhere to professional standards and demonstrate the qualities required to sustain lifelong personal and professional growth.</p>	<ol style="list-style-type: none"> <li>1. Students will adhere to the professional guidelines for online sessions. (separate document)</li> <li>2. Students will complete all assignments</li> </ol>	<p>Course director observation</p>
<p><b>Health Care systems and society:</b> Students will demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.</p>	<ol style="list-style-type: none"> <li>1. Student will acquire a framework for building safer systems of health care</li> <li>2. Student will be able to describe how error can lead to harm.</li> <li>3. Student will know how to use knowledge of human behavior in safe system design.</li> <li>4. Student will understand the science of improvement in health care, the model for improvement, and implement the basic steps: setting an aim, selecting metrics, and testing changes via PDSA cycles.</li> <li>5. The student will be able to interpret data and understanding variation by using QI tools such as control charts, pareto diagrams, process maps.</li> </ol>	<p>Successful completion of assigned IHI quality modules, submission of IHI Basic Certificate in Quality &amp; Safety Completion of assigned High Value Care Modules Submission of reflection essay</p>

Remote Elective template

	<ol style="list-style-type: none"> <li>6. The student will be able to describe the intersection between value based health care and quality improvement.</li> <li>7. The student will be able to define and understand the differences between High Value Care and Cost of care; be able to define outcomes metrics that matter to patients. defining different cost terms and payment models, and exploring cost accounting and insurance coverage structure</li> <li>8. The student will be able to list six guiding principles of value-based health care delivery, and describe the importance of team work in achieving value based health care.</li> <li>9. The student will be able to describe how culture influences the delivery of health care value, use strategies to catalyze local culture change, define value-based payment models and list strategies for controlling cost.</li> </ol>	
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- //. Methods of Instruction: Remote, self-paced, students will be given assigned readings, modules and videos. Quality Improvement videos and modules are from The Institute for Healthcare Improvement Open School. High Value Care Modules from Dell medical school will be assigned.
- IV. Overview of student responsibilities: completion of all assignments; submission of certificates of completion and reflection essay to the learning management system. Direct all questions to the discussion board in the learning management system.
- IV. Method of evaluation of students and requirements: grade is Pass/Fail