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University of Florida  
College of Public Health & Health Professions Syllabus  
**HSA 7759: Quality and Outcomes in Health Services Research**  
Spring 2021

**Delivery Format:** HyFlex / Online – Synchronous  
**Meeting Times:** Thursdays 5th – 7th period (11:45a –2:45p)  
**Classroom:** HPNP G-114  
**Course Website:** elearning.ufl.edu (Canvas)

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**Instructor:** Young-Rock Hong, PhD, MPH  
**Email:** youngrock.h@phhp.ufl.edu  
**Phone:** 352-273-5335

**Office:** HPNP 3111  
**Office Hours:** By Appointment

**Preferred Communication:** Direct email

*\*Email Policy:* I will respond within 24 hours in most situations, but please allow me up to 48 hours for a reply. For some reason, if you have not received a response after 48 hours, please send me a kind reminder.

**Teaching Assistant:** N/A

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**Prerequisite:** Students must have basic knowledge of statistics and medical research literacy. Students without this prerequisite may take the course with permission from the instructor. Students are expected to have a proposed research topic related to health services research and health policy.

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## PURPOSE AND OUTCOMES

### Course Overview

The course uses didactic sessions and focused tutorials on providing graduate students with an understanding of major concepts and principles in conducting health services research. It explores the scope of quality and outcomes studies for evaluating the effectiveness of medical care by emphasizing the development of study designs matched to the research question in health services research. The course explores frequently used observation study designs, techniques for evaluating and selecting health outcomes measures, and analytical approaches. The course will cover a mix of conceptual and practical research skills that will prepare students to contribute to health services research related to health care quality and outcomes. This will be achieved through a mix of textbook readings and discussions as well as readings, critiques, and discussions of timely and important research articles in health services and health policy journals.

### Course Objectives

Upon completion of the course, the student should be able to:

1. Develop researchable questions for measuring the quality and outcomes in health services research.
2. Develop and prepare a conceptual model for a researchable question.
3. Evaluate study designs for conducting health care quality and outcomes research.
4. Translate researchable questions and conceptual model into meaningful health outcomes measures and critical independent measures.

5. Design a health services research study that minimizes threats to validity.
6. Identify sources of data for a health outcomes research study that are feasible to collect and minimize error.
7. Review, critique, and identify the contributions of peer-reviewed research articles.
8. Compare and contrast approaches to analyzing health care quality and outcomes.
9. Discuss how the organizational structural and clinical process aspects of quality impact health systems and health outcomes.
10. Understand how to define, measure, and value health care quality and outcomes
11. Apply risk adjustment methodologies and concepts used in health services research.
12. Apply the concepts of economic evaluation and decision-analytic models in health services research.
13. Apply scientific principles to the visual presentation of health outcomes data.
14. Develop a research proposal related to health care quality and outcomes.
15. Communicate a research proposal, expected findings, and potential implications.

*\*Disclaimer:* This syllabus represents the instructor's current plans and objectives for the course. As we go through the semester, these plans may need to change to enhance the class learning opportunities. However, such changes are not usual and will be communicated beforehand.

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## Instructional Methods

- Research notes & Keyword search
- Assigned readings (textbook chapters and articles)
- Lectures
- Seminars / class discussions
- Presentations

The keyword research notes and textbook readings make up the core foundation of this course. Lectures and article readings are provided to supplement the course with extensions of textbook materials and applied examples.

### *What is expected of you?*

You are expected to engage in the course throughout the semester actively. This includes:

- Complete all assignments or course-related work each week. You are expected to do preparatory work, including readings or watching videos prior to class meetings.
- Be attentive to lectures and seminars.
  - In seminars/class discussions, you will be asked to initiate the ideas, share relevant experiences, and reflect on classmate's comments constructively.
- Be respectful of others and their views.
  - Rich discussion is encouraged in this class, which usually entails disagreements about issues and basic values. This is a graduate-level course, and it is required to establish a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. **RESPECT** for individual differences and alternative viewpoints will be maintained at all times in this class. Use of language should be temperate and within acceptable bounds of civility and decency.

*For technical support for the course Canvas site, activities, and assessments, please contact the UF Help Desk at :*

Email: [learning-support@ufl.edu](mailto:learning-support@ufl.edu)

Phone: (352) 392-HELP – select option 2

Web: <https://lss.at.ufl.edu/help.shtml>

# DESCRIPTION OF COURSE CONTENT

## Topical Outline/Course Schedule

Week/Date	Topics	Readings / Assignment
Week 1 – Jan 14	<ul style="list-style-type: none"> <li>• Course Introduction- Syllabus Review</li> <li>• Assign Article Reviewers/Discussants</li> <li>• Foundation of Health Services Research (HSR)</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Shi, Chapters 1 &amp; 2</li> </ul>
Week 2 – Jan 21	<ul style="list-style-type: none"> <li>• Quality and Outcomes in HSR</li> <li>• Class Discussions</li> <li>• Discussants               <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> </li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Shi, Chapters 2 &amp; 3</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• An excerpt from “Crossing the Quality Chasm.” by Institute of Medicine. <a href="https://sphweb.bumc.bu.edu/otlt/MPH-Modules/HPM/AmericanHealthCare_Quality/IOM_Quality_reportbrief.pdf">https://sphweb.bumc.bu.edu/otlt/MPH-Modules/HPM/AmericanHealthCare_Quality/IOM_Quality_reportbrief.pdf</a> [Discussant 1]</li> <li>• Busse, Panteli, Quentin. “An introduction to healthcare quality: defining and explaining its role in health systems” <a href="https://www.ncbi.nlm.nih.gov/books/NBK549277/">https://www.ncbi.nlm.nih.gov/books/NBK549277/</a> [Discussant 2]</li> <li>• Keshav, S. How to read a paper. <i>ACM SIGCOMM Computer Communication Review</i>, 2007; 37(3), 83-84. <a href="https://web.stanford.edu/class/ee384m/Handouts/HowtoReadPaper.pdf">https://web.stanford.edu/class/ee384m/Handouts/HowtoReadPaper.pdf</a></li> </ul> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Research notes &amp; Keyword search (Jan 20-Canvas)</li> </ul>
Week 3 – Jan 28	<ul style="list-style-type: none"> <li>• Outcomes Models and Causal Thinking</li> <li>• Class Discussions</li> <li>• Discussants               <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> </li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Shi, Chapter 3</li> <li>• Kane &amp; Radosevich, Chapter 2 (optional)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Altman N, Krzywinski M. Points of Significance: Association, correlation and causation. <i>Nat Methods</i>. 2015;12(10):899-900. doi:10.1038/nmeth.3587 [Discussant 1]</li> <li>• Glass TA, Goodman SN, Hernán MA, Samet JM. Causal inference in public health. <i>Annu Rev Public Health</i>. 2013;34:61-75. doi:10.1146/annurev-publhealth-031811-124606 [Discussant 2]</li> <li>• Freedman ND, Park Y, Abnet CC, Hollenbeck AR, Sinha R. Association of Coffee Drinking with Total and Cause-Specific Mortality. <i>N Engl J Med</i>. 2012;366(20):1891-1904. doi:10.1056/NEJMoa1112010</li> <li>• Krumholz HM, Normand SLT, Spertus JA, Shahian DM, Bradley EH. Measuring performance for treating heart attacks and heart</li> </ul>

		<p>failure: The case for outcomes measurement. Health Aff. 2007;26(1):75-85. doi:10.1377/hlthaff.26.1.75</p> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Research notes &amp; Keyword search (Jan 27-Canvas)</li> </ul>
<p>Week 4 – Feb 4</p>	<ul style="list-style-type: none"> <li>• Health Outcomes Measures I <ul style="list-style-type: none"> <li>○ Health care quality measures</li> <li>○ Access to care</li> <li>○ Health service utilization</li> <li>○ Health expenditure</li> </ul> </li> <li>• Class Discussions</li> <li>• Discussants <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> </li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Kane &amp; Radosevich, Chapters 5 &amp; 6 (optional)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Black N. Patient reported outcome measures could help transform healthcare. BMJ. 2013;346(jan28 1):f167-f167. doi:10.1136/bmj.f167</li> <li>• Andersen RM. Revisiting the Behavioral Model and Access to Medical Care: Does it Matter? J Health Soc Behav. 1995;36(1):1-10. doi:10.2307/2137284 [Discussant 1]</li> <li>• Levesque J-F, Harris MF, Russell G. Patient-centred access to health care: conceptualising access at the interface of health systems and populations. Int J Equity Health. 2013;12(1):18. doi:10.1186/1475-9276-12-18 [Discussant 2]</li> <li>• Mahdavi M, Vissers J, Elkhuizen S, et al. The relationship between context, structure, and processes with outcomes of 6 regional diabetes networks in Europe. PLoS One. 2018;13(2):1-17. doi:10.1371/journal.pone.0192599</li> <li>• Hong YR, Tauscher J, Cardel M. Distrust in health care and cultural factors are associated with uptake of colorectal cancer screening in Hispanic and Asian Americans. Cancer. 2018;124(2):335-345. doi:10.1002/cncr.31052</li> </ul> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Research notes &amp; Keyword search (Feb 3-Canvas)</li> </ul>
<p>Week 5 – Feb 11</p>	<ul style="list-style-type: none"> <li>• Health Outcomes Measures II <ul style="list-style-type: none"> <li>○ Quality of Life / HRQoL</li> <li>○ Satisfaction</li> <li>○ Health behaviors</li> </ul> </li> <li>• Class Discussions</li> <li>• Discussants <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> </li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Kane &amp; Radosevich, Chapters 7 &amp; 8 (optional)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Fenton JJ, Jerant AF, Bertakis KD, Franks P. The cost of satisfaction: a national study of patient satisfaction, health care utilization, expenditures, and mortality. Arch Intern Med. 2012;172(5):405-411. doi:10.1001/archinternmed.2011.1662 [Discussant 1]</li> <li>• Park J, Look KA. Relationship between objective financial burden and the health-Related quality of life and mental health of patients with cancer. J Oncol Pract. 2018;14(2). doi:10.1200/JOP.2017.027136 [Discussant 2]</li> <li>• Huckfeldt PJ, Frenier C, Pajewski NM, et al. Associations of Intensive Lifestyle Intervention in Type 2 Diabetes With Health Care Use, Spending, and Disability. JAMA Netw Open. 2020;3(11):e2025488. doi:10.1001/jamanetworkopen.2020.25488</li> </ul> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Integrative paper - 1 (Feb 20-Canvas)</li> </ul>

<p>Week 6 – Feb 18</p>	<ul style="list-style-type: none"> <li>• HSR Methods</li> <li>• Class Discussions</li> <li>• Discussants <ul style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ul> </li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Shi, Chapters 4, 5, 7 &amp; 9</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Rundell SD, Goode AP, Friedly JL, Jarvik JG, Sullivan SD, Bresnahan BW. Role of Health Services Research in Producing High-Value Rehabilitation Care. <i>Phys Ther.</i> 2015;95(12):1703-1711. doi:10.2522/ptj.20150033 [Discussant 1]</li> <li>• Curry LA, Krumholz HM, O’Cathain A, Clark VLP, Cherlin E, Bradley EH. Mixed methods in biomedical and health services research. <i>Circ Cardiovasc Qual Outcomes.</i> 2013;6(1):119-123. doi:10.1161/CIRCOUTCOMES.112.967885</li> <li>• Ayorinde AA, Williams I, Mannion R, et al. Publication and related biases in health services research: A systematic review of empirical evidence. <i>BMC Med Res Methodol.</i> 2020;20(1):1-12. doi:10.1186/s12874-020-01010-1 [Discussant 2]</li> </ul> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Research notes &amp; Keyword search (Feb 17-Canvas)</li> </ul>
<p>Week 7 – Feb 25</p>	<ul style="list-style-type: none"> <li>• Treatment and Interventions</li> <li>• Measurements in HSR</li> <li>• <b>Mid-term Exam</b></li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Kane &amp; Radosevich, Chapter 10 (optional)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Grimes DA, Schulz KF. An overview of clinical research: the lay of the land. <i>Lancet.</i> 2002;359(9300):57-61. doi:10.1016/S0140-6736(02)07283-5</li> </ul> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Research notes &amp; Keyword search (Feb 24-Canvas)</li> </ul>
<p>Week 8 – Mar 4</p>	<ul style="list-style-type: none"> <li>• HSR Study Design / Data Collection</li> <li>• Class Discussions</li> <li>• Discussants <ul style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ul> </li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Shi, Chapters 10 &amp; 13</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Ward JB, Gartner DR, Keyes KM, Fliss MD, McClure ES, Robinson WR. How do we assess a racial disparity in health? Distribution, interaction, and interpretation in epidemiological studies. <i>Ann Epidemiol.</i> 2019;29:1-7. doi:10.1016/j.annepidem.2018.09.007 [Discussant 1]</li> <li>• Fisher JA, Kalbaugh CA. Challenging assumptions about minority participation in US clinical research. <i>Am J Public Health.</i> 2011;101(12):2217-2222. doi:10.2105/AJPH.2011.300279 [Discussant 2]</li> <li>• Holzer JK, Ellis L, Merritt MW. Why we need community engagement in medical research. <i>J Investig Med.</i> 2014;62(6):851-855. doi:10.1097/JIM.0000000000000097</li> </ul> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Research notes &amp; Keyword search (Mar 3-Canvas)</li> </ul>

<p>Week 9 – Mar 11</p>	<ul style="list-style-type: none"> <li>• HSR Analysis I <ul style="list-style-type: none"> <li>○ Overview of HSR analysis</li> </ul> </li> <li>• Class Discussions</li> <li>• Research ideas interim review</li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Shi, Chapter 14</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• De Muth JE. Overview of biostatistics used in clinical research. Am J Heal Pharm. 2009;66(1):70-81. doi:10.2146/ajhp070006</li> <li>• Hartung DM, Touchette D. Overview of clinical research design. Am J Heal Pharm. 2009;66(4):398-408. doi:10.2146/ajhp080300</li> </ul> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Research notes &amp; Keyword search (Mar 10-Canvas)</li> </ul>
<p>Week 10 – Mar 18</p>	<ul style="list-style-type: none"> <li>• HSR Analysis II <ul style="list-style-type: none"> <li>○ Economic evaluation</li> <li>○ Decision analysis</li> </ul> </li> <li>• Class Discussions</li> <li>• Discussants <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> </li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Shi, Chapter 9</li> <li>• Meltzer MI. Introduction to health economics for physicians. Lancet. 2001;358(9286):993-998. doi:10.1016/S0140-6736(01)06107-4</li> <li>• Higgins AM, Harris AH. Health Economic Methods: Cost-Minimization, Cost-Effectiveness, Cost-Utility, and Cost-Benefit Evaluations. Crit Care Clin. 2012;28(1):11-24. doi:10.1016/j.ccc.2011.10.002</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Smith L, Atherly A, Campbell J, Flattery N, Coronel S, Krantz M. Cost-effectiveness of a statewide public health intervention to reduce cardiovascular disease risk. BMC Public Health. 2019;19(1):1-8. doi:10.1186/s12889-019-7573-8 [Discussant 1]</li> <li>• Hong YR, Huo J, Desai R, Cardel M, Deshmukh AA. Excess Costs and Economic Burden of Obesity-Related Cancers in the United States. Value Heal. 2019;22(12):1378-1386. doi:10.1016/j.jval.2019.07.004</li> <li>• Ozawa S, Portnoy A, Getaneh H, et al. Modeling the economic burden of adult vaccine-preventable diseases in the United States. Health Aff. 2016;35(11):2124-2132. doi:10.1377/hlthaff.2016.0462 [Discussant 2]</li> </ul> <p><b>Assignments due</b></p> <ul style="list-style-type: none"> <li>• Research notes &amp; Keyword search (Mar 17-Canvas)</li> <li>• Concept paper (optional; Mar 18 – Email)</li> </ul>
<p>Week 11 – Mar 25</p>	<ul style="list-style-type: none"> <li>• Risk Adjustments <ul style="list-style-type: none"> <li>○ Sociodemographic factors</li> <li>○ Severity and comorbidity</li> </ul> </li> <li>• Class Discussions</li> <li>• Discussants <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> </li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Kane &amp; Radosevich, Chapters 9 &amp; 11 (optional)</li> <li>• An Introduction to Risk Adjustment in Outcomes Research <a href="https://www.ispor.org/docs/default-source/publications/value-outcomes-spotlight/may-june-2017/vos-introduction-to-risk-adjustment.pdf?sfvrsn=bdd2b02_2">https://www.ispor.org/docs/default-source/publications/value-outcomes-spotlight/may-june-2017/vos-introduction-to-risk-adjustment.pdf?sfvrsn=bdd2b02_2</a></li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Johnston KJ, Wen H, Schootman M, Joynt Maddox KE. Association of Patient Social, Cognitive, and Functional Risk Factors with Preventable Hospitalizations: Implications for Physician Value-Based Payment. J Gen Intern Med. 2019;34(8):1645-1652. doi:10.1007/s11606-019-05009-3 [Discussant 1]</li> </ul>

		<ul style="list-style-type: none"> <li>• Vogel WB, Chen GJ. An introduction to the why and how of risk adjustment. <i>Biostat Epidemiol.</i> 2020;4(1):84-97. doi:10.1080/24709360.2018.1519990 [Discussant 2]</li> <li>• Roberts ET, Zaslavsky AM, Barnett ML, Landon BE, Ding L, McWilliams JM. Assessment of the Effect of Adjustment for Patient Characteristics on Hospital Readmission Rates: Implications for Pay for Performance. <i>JAMA Intern Med.</i> 2018;178(11):1498-1507. doi:10.1001/jamainternmed.2018.4481</li> <li>• Brookhart MA, Stürmer T, Glynn RJ, Rassen J, Schneeweiss S. Confounding control in healthcare database research: Challenges and potential approaches. <i>Med Care.</i> 2010;48(6 SUPPL.):114-120. doi:10.1097/MLR.0b013e3181d8be3</li> </ul> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Research notes &amp; Keyword search (Mar 24-Canvas)</li> </ul>
Week 12 – Apr 1	<ul style="list-style-type: none"> <li>• Interpreting and Applying HSR</li> <li>• Class Discussions</li> <li>• Discussants <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> </ol> </li> </ul>	<p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Shi, Chapters 15</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Whitener BL, Van Horne V V., Gauthier AK. Health services research tools for public health professionals. <i>Am J Public Health.</i> 2005;95(2):204-207. doi:10.2105/AJPH.2003.035030 [Discussant 1]</li> <li>• Scutchfield FD, Mays GP, Lurie N. Applying health services research to public health practice: An emerging priority. <i>Health Serv Res.</i> 2009;44(5 PART 2):1775-1787. doi:10.1111/j.1475-6773.2009.01007.x</li> <li>• Lenfant C. Clinical Research to Clinical Practice — Lost in Translation? <i>N Engl J Med.</i> 2003;349(9):868-874. doi:10.1056/nejmsa035507</li> <li>• Rosen R. Applying Research to Health Care Policy and Practice: Medical and Managerial Views on Effectiveness and the Role of Research. <i>J Health Serv Res Policy.</i> 2000;5(2):103-108. doi:10.1177/135581960000500208 [Discussant 2]</li> </ul> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Integrative paper - 2 (Mar 30-Canvas)</li> </ul>
Week 13 – Apr 8	<b>Proposal Presentations</b>	<p>Peer Evaluations</p> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Presentation upload (Apr 7-Canvas)</li> </ul>
Week 14 – Apr 15	<b>Proposal Presentations</b>	<p>Peer Evaluations</p> <p><b>Assignment due</b></p> <ul style="list-style-type: none"> <li>• Presentation upload (Apr 7-Canvas)</li> </ul>
Week 15 – Apr 22	No Class-Reading Day	<b>Final proposal Due</b> (Apr 22-Canvas)

Week 16 – Final Exam	<b>Final Exam</b>	April 27, 2020 7:30 am – 9:30 am (Online)
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## Course Materials and Technology

### Required:

- Shi, Leiyu. *Health Services Research Methods*. 3<sup>rd</sup> ed., Boston: Cengage Learning, 2019. ISBN-13: 978-1133949671 / ISBN-10: 1133949673  
*\*I found that an earlier edition of this textbook is acceptable for the course, but students are responsible for checking disparities in the contents and should prepare materials to supplement.*
- National Academy of Medicine. *“The Future of Health Services Research: Advancing Health Systems Research and Practice in the United States”*  
[https://www.ncbi.nlm.nih.gov/books/NBK535995/pdf/Bookshelf\\_NBK535995.pdf](https://www.ncbi.nlm.nih.gov/books/NBK535995/pdf/Bookshelf_NBK535995.pdf)
- Other readings and journal articles are assigned and distributed by the instructor. Students are expected to have read all required before class and should be prepared to discuss issues covered.

### Recommended/Optional:

- Kane, R. L. & Radosevich, D. M. *Conducting Health Outcomes Research*. 1<sup>st</sup> ed., Boston: Jones and Bartlett Publishers. 2010. ISBN-13: 978-0763786779 / ISBN-10: 0763786772
- Spath, Patricia. *Introduction to Healthcare Quality Management*. 3<sup>rd</sup> ed., Chicago: Health Administration Press, 2018. ISBN-13: 978-1567939859 / ISBN-10: 1567939856
- Institute of Medicine. Committee on Quality of Health Care in America. *“To Err is Human: Building a Safer Health System.”* Washington, DC: National Academy Press. 2000  
<https://pubmed.ncbi.nlm.nih.gov/25077248/>
- Institute of Medicine. Committee on Quality of Health Care in America. *“Crossing the Quality Chasm.”* Washington, DC: National Academy Press. 2001  
<https://www.ncbi.nlm.nih.gov/books/NBK222274/>
- Institute of Medicine and Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care. *“Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care.”* Washington, DC: National Academy Press. 2002  
<https://www.ncbi.nlm.nih.gov/books/NBK220343/>
- Institute of Medicine. Division of Health Care Services. *“Measuring the Quality of Health Care.”* Washington, DC: National Academy Press. 1999  
<https://www.ncbi.nlm.nih.gov/books/NBK230815>

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## ACADEMIC REQUIREMENT AND GRADING

### Assignments

#### **1. Research Notes & Keywords Search (10%)**

With the ever-increasing volume of information available, finding valid and relevant information has become a necessary skill in academics and professional fields. Each week, students will briefly summarize 2 reading articles assigned for each week and identify a list of keywords (or key concepts) related to the

topic. Students will then analyze the keywords using valid sources (including library resources, scientific literature, textbooks, etc.) and write up note summaries including their definitions, the relevance of the topics in health services research or student's own research question, examples (e.g., how it has been defined and used in other studies), and applications (e.g., how it can be applied better or modified if needed). There are no structured format and page limits required; however, it is expected to use academic citation styles where appropriate (e.g., APA or AMA). Students may need to develop or use their own note-taking styles. No grading criteria exist. As long as students submit their research notes, they will get all points possible in this assignment. **Due by Midnight every Wednesday (except Weeks 5 and 12)**

## **2. Integrative Papers (10%)**

For Week 5 and Week 12, students will prepare and submit integrative papers on the following topics. No weekly research notes are due during these weeks.

- **Quality of Health Care:** students will identify and summarize the measures of quality used or advocated by the National Academy of Medicine (formerly known as the Institute of Medicine), the Agency for Healthcare Research and Quality, the Institute for Healthcare Improvement, and the Centers for Medicare and Medicaid Services. The paper should be about 5-7 pages (1.5 spaced, Arial or Helvetica 12-point font, and 1-inch margins) and discuss the relative strengths and weakness and what you believe is the most significant contribution that each of the measures identified to healthcare. Do not forget to use appropriate academic citations for references (including in-text and reference list). **Due by Midnight on Wednesday, February 10, 2021.**
- **Healthcare Outcomes- cost, benefits, and quality of life:** students will critically review the decision-analytic models (often referred to as economic evaluations) used in healthcare: cost-benefit analysis, cost-effectiveness, and cost-utility analysis. Then, discuss their respective rationales in how they are used in evaluating health outcomes and how each is related to 'quality'. Students will also identify studies or cases where each model is used, summarize main findings and limitations, and reflect on the relevance of health services research/health policy topics (or implications for decision-makers and clinicians in the healthcare system and health services organizations). The paper should be about 7-10 pages (1.5 spaced, Arial or Helvetica 12-point font, and 1-inch margins). Appropriate use of academic citations is required. **Due by Midnight on Wednesday, March 31, 2021.**

## **3. Seminars/Class Discussions (10%)**

Part of the learning at the graduate level is to develop the ability to conduct a seminar; and a major part of doctoral-level research and teaching involves being able to synthesize, interpret, and critique others' work. In each class, we will have a seminar session led by a couple of discussants (will be assigned at the first meeting). **Discussants should submit their seminar materials (e.g., PPT slides or handouts) by Midnight Wednesday.**

### ***Discussant' responsibilities:***

1. Synthesize the assigned readings
2. Extracting key concepts/implications from the readings
3. Preparing 3-5 in-depth questions for the class to discuss
4. Developing 5-10 slides to present in class (any form of handouts if necessary)
5. Leading and pacing the in-class discussion

### **Seminar presentation specifications:**

The discussants should address the followings in the presentation:

- 1) An overview of the topic and background
- 2) What are the research questions? Why is the study (or research question) important?
- 3) What research method/approach used to answer the questions?
- 4) What are the underlying theories, models, or hypotheses? and how they were tested?
- 5) How significant are the results? Do you see any counterintuitive results or similar results in other studies you know of?
- 6) What is the main takeaway from the study? What are the practical (e.g., policy or managerial) or clinical implications? What are the contributions to the literature?
- 7) What are the future research questions to be answered?

A high-quality presentation and discussion should include coverage of the core ideas, a balanced critique (i.e., limitations and contributions), and integrating material from the different readings. The discussants should prompt the class with questions to encourage discussion on issues and relationships between the topics covered and articles. The discussants should develop an in-depth set of presentation materials and discussion notes but also synthesize sufficiently so that all materials are covered in the discussion.

#### 4. Participation (5%)

Students are expected to be actively engaged in the class discussions.

#### 5. Exams (30%)

Two online exams via Canvas—mid-term and final exams; each worth 10% of final grade—will be taken by the students on the date and time of the exams. Exams will consist of multiple-choice, fill the blank, and short essay/critique questions. The mid-term exam will cover topics discussed in Weeks 1-6 and be completed in class for Week 7 after class. The final exam will cover the contents of the Weeks 7-12 and be completed. **The exams will be open book setting**, and students are allowed to refer to anything they prepare before the exams, including class/research notes, memory aid sheets, textbooks, or other pre-approved materials. *However, access to online materials will be prohibited.*

#### 6. Health Care Quality & Outcomes Research Proposal (35%)

The synthesis of the class is a research proposal relating to the impacts of health policy/public health program/organizational intervention on health care quality and outcomes. **The research proposal is a two-part process. The first part is an oral presentation (10% of final grade), and the second component is the preparation of a substantial and assessed written document (25%).** The final paper should be at least 10-15 pages in length (references not included), 1.5 spaced, Arial or Helvetica 12-point font, and 1-inch margins.

In designing your project, there are 3 basic steps. You will be expected to complete these steps and submit one-page, single spaced, concept paper in Week 10. (Not subject to grading; optional for feedback)

- Step 1. Develop a researchable question and conceptual or operational model.
- Step 2. Develop operational definitions of key variables and data collection (or identify existing data).
- Step 3. Develop an analysis plan that includes sample used for the study and the approach to analyzing the data (including approaches of how to minimize the threats to the validity of your study design).

#### Proposal presentation specification:

Students will prepare and present their research proposal in a seminar format. **The final version of the presentation should be submitted before the presentation day (before April 8<sup>th</sup> or 15<sup>th</sup>).**

- 1) **Background** – 1-5 slides: background on topic and establish the need for your research
- 2) **Purpose** – 1 slide: purpose statement and hypothesis(es)
- 3) **Conceptual model** –1-3 slides: visualization of your research (or analytic) approach

- 4) **Methods** – 1-5 slides: study design, data collection, key variables, statistical analysis
- 5) **Expected outcomes and implications** – 1-3 slides

*\*Presentation peer evaluation sheets will be distributed during each presentation, which accounts for 50% of the grade.*

Final proposal specification and evaluation guide:

- 1) **Background for your project** – prepare a brief background statement of the outcomes project, explains the importance of the project, and describes the study population (must include at least 10 references).
- 2) **Study questions** – develop a well formulated research question and hypothesis(es)
- 3) **Conceptual model** – develop a conceptual model that answers the study question
- 4) **Study variables** – prepare a list of study variables needed for the project; list the variables in a variables table or data map
- 5) **Description and critique of your primary outcome** – describe the primary outcome variable; critically analyzes the primary outcome variable
- 6) **Project design** – prepare a study design for the project; identifies threats to internal and external validity; and briefly describe how your design will address anticipated threats to validity
- 7) **Data collection methods** – describe the data collection methods (or exiting data) used for the study and explain reasons for selecting these data collection methods over alternative methods
- 8) **Analytic plan** – identify comparisons to answer the study question; describe a simple strategy for analyzing your study data
- 9) **Final touch** – incorporate all components above and discuss expected outcomes and potential implications.

**The final proposal must be submitted before Midnight on April 22<sup>nd</sup>.**

## Gradings

The final grades will be based on the following criteria:

Requirements	Due Dates	% of Final Grade
Keywords Research Notes	Wednesdays	10%
Integrative Paper 1 - Quality of Health Care	Feb 10	5%
Integrative Paper 2 - Healthcare Outcomes	Mar 31	5%
Seminars/Class Discussions	Wednesdays	10%
Mid-term Exam	Feb 25 after class meeting	15%
Final Exam	Apr 27 at 7:30 am – 9:30 am	15%
Research Proposal-Presentation	Apr 8 or 15	10%
Research Proposal-Final Paper	Apr 22	25%
Participation	-	5%

Point system used (i.e., how do course point percentage translate into letter grades):

Percentage 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 must be 3.0. in all 5000 level courses and above to graduate (this course is 7000 level). A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher*

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade Points	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

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>

## **Exam Policy**

### **Policy Related to Make Up Exams or Other Work**

***No late submission is accepted— and there will be no makeup exams except for extreme circumstances with valid evidence. No rounding up for grade increments (e.g., 92.99% is an A-).***

Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### ***Policy Related to Plagiarism***

Plagiarism, as defined in the [UF Student Honor Code](#), will not be tolerated. Plagiarism detection software (e.g., TurnItIn) and other resources may be used to detect plagiarism. Assignments where the instructor deems that plagiarism has occurred may receive a zero grade, and may be reported to the Dean of Students office as a Student Honor Code violation. Please refer to academic citation manuals (e.g., APA, AMA) on avoiding plagiarism; for more details you can also reference the Purdue Online Writing Lab website ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)).

### ***Policy Related to Required Class Attendance***

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Academic Integrity**

Students are expected to act in accordance with 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 individual 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 Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

**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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **On Campus Face-to-Face**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

### **Online Synchronous Sessions:**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## **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.php.ufl.edu/services/resourceguide/getstarted.htm>

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## **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 or are already 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 web site for more information: <http://www.counseling.ufl.edu>. On line 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 web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: 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 on 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 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 non-discrimination with respect to 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 inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)