

PUBHHMP 7679 – Quality and Patient Safety**1.5 credits – Autumn 2025****Monday / 2:15PM – 5PM / Cunz Hall 330****Course Instructor**

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Purdin.5@osu.edu (**NOT** Purdin.5@buckeyemail.osu.edu, please use Carmen email link)**Instructor's Office Hours**

Tuesdays 8AM – 9AM or by appointment. Available by phone or Zoom. In-person by appointment.

Faculty Feedback & Response Time: [update as desired]

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days.

Graduate Teaching Assistant (GTA)Pejmon Noghrehchi, MHM, noghrehchi.1@osu.edu**GTA Responsibilities**

The GTA assigned to the course will work with students who need help with class material on an as needed basis. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor, not the TA.**

Course Description

One of the most challenging issues facing clinicians, health care administrators, and policy makers is to assure and improve the quality and safety of health care services. In this course we explore myriad challenges surrounding health care quality and safety, drawing on organization theory, complex systems theory, and emerging research and policy. We will cover a range of quality and safety topics that health care organizations must address, including matters related to quality measurement, health equity, patient-centeredness, error in complex systems, and high reliability organizations.

Prerequisites

None

Course Learning Objectives

- Discuss concepts related to quality and safety and relevance to health services organizations.
- Analyze the roles of social, technological, and organizational factors on quality and safety.
- Diagnose and solve organizational problems pertaining to quality and safety.

Competencies:

Objective	MHA Competencies	MPH Foundation Competencies
Discuss concepts related to quality and safety and how these are relevant to health services organizations	4, 5, 10	16, 22
Analyze the roles of social, technological, and organizational factors on health services quality and safety	4, 5, 19	16, 22
Diagnose and solve organizational problems pertaining to quality and safety	4, 5, 19, 25	4, 16, 22

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

Text/Readings:

Required readings are posted to Carmen or available online. There is no textbook for this course.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** This course is in-person
- **Pace of online activities:** This half-semester term course is divided into **modules for each class session**. Students are expected to keep pace with class session deadlines.
- **Credit hours and work expectations:** According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading, videos and assignment preparation, for example) to receive an average grade.

- **Attendance and participation requirements:** You are expected to attend all class sessions and to actively participate. If you have a situation that might cause you to miss a class session, please email me and the TA in advance.
- **This class meets weekly during the term.** This seminar-style class will focus on active engagement with the daily topic through discussions and small group activities. Students are expected to come to class sessions prepared, raise questions, pick up on points made by others, and enrich the conversation with observations from experience or current events.
 - Each session of this course will follow the same general format. Timing of each component may vary, but will typically be as follows:
 - Discussion of assigned readings (~30 minutes)
 - Didactic lecture(s) (~1.5 hours)
 - Project group work session (~45 minutes)

Course Technology: *Technology skills needed for this course*

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

- *Engagement and in-class contribution: 25%*
- *Post-class session quizzes and homework: 25%*
- *Group presentation topic with facilitated class discussion/activity: 50%*

Grading Scale

A	94 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <94	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	83 to <87	Good work that reflects mastery of some of the material
B-	80 to <83	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of the material
C	73 to <77	Mediocre work that reflects familiarity with most of the material
C-	70 to <73	Mediocre work that reflects little familiarity with the material
D+	67 to <70	
D	60 to <67	
E	Below 60	

Class Policies

Engagement and Course Assignments

Active engagement with course material is crucial for substantive learning. Therefore, engagement is a substantial component of your course grade. Engagement includes your preparation, attendance, active participation, attitude, and in-depth involvement with the content and ideas throughout the course, including through in-class participation and contribution to and delivery of the group project presentation. Your engagement will be assessed based on both the quantity and quality of your contributions and evidence that you are taking ownership of your own learning in class and through assignments.

Additional Online Resources

The health care quality and safety field is rapidly evolving, and practitioners and experts regularly share their work in order to advance the quality movement and improve health care quality. There are many online resources with up-to-date information relevant to the topics covered in this course. Students are expected to consult these and other reliable resources for their assignments and topic reports and for bringing in additional material to discuss in class.

General Resources

- The Agency for Health Care Research & Quality: <https://www.ahrq.gov/>
- The Agency for Health Care Research & Quality, Advances in Patient Safety: New Directions and Alternative Approaches (vols. 1-4) <https://www.ahrq.gov/patient-safety/reports/advances/index.html>
- Becker's Hospital Review <https://www.beckershospitalreview.com/>
- The Agency for Health Care Research & Quality, National Healthcare Quality & Disparities Reports: <http://www.ahrq.gov/research/findings/nhqrd/index.html>
- Baldrige National Quality Program <https://www.nist.gov/baldrige>
- The Commonwealth Fund <http://www.commonwealthfund.org/>
- HCAHPS: Hospital Care Quality Information from the Consumer Perspective <https://www.hcahpsonline.org/>
- High Reliability Organizing: Managing the Unexpected <http://high-reliability.org/>
- The Institute for Healthcare Improvement <https://www.ihp.org/>
- Joint Commission on the Accreditation of Health Care Organizations: <https://www.jointcommission.org/>
- Joint Commission International Center for Patient Safety <https://www.jointcommissioninternational.org/>
- Kaiser Family Foundation: <https://www.kff.org/statedata/>
- The Leapfrog Group <http://www.leapfroggroup.org/>
- The Milbank Memorial Fund: <http://www.milbank.org/quarterly.html>
- National Center for Health Statistics: <http://www.cdc.gov/nchs/>
- National Committee for Quality Assurance: <http://www.ncqa.org/>
- The National Library of Medicine, Health Services Research Information Central <http://www.nlm.nih.gov/hsrinfo/>
- The National Patient Safety Foundation <http://www.npsf.org/>
- The Nation Quality Forum <http://www.qualityforum.org/Home.aspx>
- New England Complex Systems Institute <http://necsi.edu/>
- The RAND Corporation Health Division: <https://www.rand.org/health-care.html>

- Robert Wood Johnson Foundation: <http://www.rwjf.org/>
- The UCLA Health Policy Center: <http://www.healthpolicy.ucla.edu/>
- WHO Member States' Health Statistics: <https://www.who.int/healthinfo/statistics/en/>

Healthcare Quality and Safety News Sources

- Fierce Healthcare <http://www.fiercehealthcare.com/>
- Patient Safety & Quality Healthcare <http://www.psqh.com/>

General Class Policies

- **Assignments:** All assignments should be submitted on Carmen prior to the start of the class period in which they are due or as otherwise indicated. Late assignments will reduce your engagement grade up to one letter grade.
- **Attendance:** Attendance is **expected and necessary** for active engagement and fruitful discussion. It is therefore considered as part of the engagement grade.
- **Preparedness:** Come to class prepared. Preparedness includes completing required reading and any assignments that are due.
- **Being fully present in class.** Being fully present means that you are listening, focused on the class discussion, and contributing as appropriate to the class discussion. To be fully present, your phone and/or computer are only open to access class materials or take notes
- **Respectful participation:** Exposure to a diversity of ideas, perspectives and opinions is necessary for learning and growth. The instructor and students should first make every effort to ensure they have correctly understood the points made in the readings and those made by others in class, and then critique these in a respectful manner.
- **Changes in course outline:** Through the term, changes may be made to the course outline. The instructor will notify students in advance of any such changes. These changes might include assignment of supplemental reading, inviting a guest lecturer, or changing the content of class sessions, usually by rearranging dates in which topics are discussed.

Course Project: Working with a team, you will select a healthcare specialty and use the course layout to construct a quality and patient safety program specific to that specialty. A list of potential specialties will be provided. You will provide an informative presentation to the class on the topic and lead the class in a discussion related to your topic.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class are understanding and conceptualizing the value and importance of quality and patient safety practices and building your awareness of issues related to quality and patient safety, the use of generative artificial intelligence (GenAI) tools such as Copilot, Gemini, Grok, Claude, or ChatGPT should be limited in this course. Appropriate GenAI usage should help facilitate and expand understanding of the course materials. Use of GenAI for the express purpose of summarizing and submitting content is prohibited. The use of GenAI to create work product will result in referral to the Committee on Academic Misconduct. If you have any other questions regarding this course policy, please contact me.

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younk Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of

pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

Course Outline with speakers

Monday, October 20 - Course introduction; QI and Implementation Science

Course Overview; Scope and evolution of the Healthcare Quality & Patient Safety field, Learning Systems and Organization Culture for Safe, Effective and Reliable Care

- Course overview
- Healthcare Quality and Safety: History, evolution, scope, and where is the field going?
- PDSA – the core of Quality Improvement and QI Thinking
- Implementation Science Frameworks - CFIR
- A Systems Approach to Quality

Required Readings:

- *Two Decades Since to Err Is Human: An Assessment of Progress and Emerging Priorities In Patient Safety.* Bates, D. and Singh, H. (2018, *Health Affairs*, 37(11), 2018, 1736-1743.
- *To Improve Health Care, Focus on Fixing Systems – Not People.* IHI White Paper.
- *The Three-Legged Stool: Why Safety, Quality, and Equity Depend on Each Other.* Lynch, Jack, *Journal of Healthcare Management* 62(5):p 298-301, 2017.

Recommended Reading:

- *A Framework for Safe, Reliable and Effective Care*, IHI White Paper.
- *A Primer On PDSA: Executing Plan-Do-Study-Act Cycles In Practice, Not Just In Name.* Leis, J. A. and Shojania, K.G. (2017) *BMJ Quality and Safety*; 26:572-577.

Homework: A one-page reflection of the required reading materials shall be completed and turned in by Saturday, October 25

Monday, October 27 - Patient Experience & Patient Involvement in QI

Required Readings

- *Developing an Implementation Strategy for Systematic Measurement of Patient-Reported Outcomes at an Academic Health Center.* Bachmann, Justin; Posch, David; Hickson, Gerald; Pinson, C. Wright; Kripalani, Sunil; Dittus, Robert; Stead, William. *Journal of Healthcare Management* 65(1):p 15-28, 2020.
- *Americans' Growing Exposure to Clinician Quality Information: Insights And Implications.* (2019) *Health Affairs*, Mark J. Schlesinger, et al. 38(3): 374–382

Recommended Reading:

- *If Disney ran your hospital: 9½ things you would do differently.* Bozeman, MT: Second River Healthcare Press. Lee, F. (2004). [Chapter 1, pp. 9-24].

Monday, November 3 - Advancing Health Equity through Quality

Required Readings:

- *Equity and Health: Improving Health Care Delivery Requires Both*, Dzau, V., *JAMA*
- *Have Almost 50 years of Civil Right Laws Achieved Equitable Care?* (2022) Iezzoni, L, et al., *Health Affairs*, 41(10), 1371-1378, October 2022.
- *Achieving Health Equity: A Guide for Healthcare Organizations*, IHI White Paper (2016)

Required Listening:

- Turn the Lights On Podcast: Inequities, inequalities, and truth to power (6th podcast in this list) <https://www.ihl.org/library/turn-on-the-lights-podcast>

Monday, November 10 - Human Error and Organizational Context in Errors

NO CLASS

Required Readings

- *Field Guide to Understanding Human Error*. Chapter 1 “Two views of Human ‘Error’”. Dekker, S. (2014).
- Learning from Patient Experiences Related to Diagnostic Errors, (2018), Giardina, T, Haskell, H., et al., *Health Affairs*, 37(11), 1821-1827.

Required videos/podcasts to watch for class assignment; review all videos and choose two for the assignment:

- IHI: Perspectives: The Mistake (Part 1) https://www.youtube.com/watch?v=lp8vOqZ_o2I
- IHI: Perspectives: The Mistake (Part 2) <https://www.youtube.com/watch?v=woAcWPUDAcE>
- Turn the Lights On Podcast: Safety x AI (3rd podcast in this list) <https://www.ihl.org/library/turn-on-the-lights-podcast>

Monday, November 17 - Quality Measurement and Reporting

Required Readings:

- *National hospital ratings systems share few common scores and may generate confusion instead of clarity*. (2015) *Health Affairs*, Austin, J. M., et al., 99 34(3), 423-430.
- *Rating the Raters: An Evaluation of Publicly Reported hospital Quality Rating Systems*, 2019, Bilimoria, K., et al., *NEJM Catalyst*
- *Using Data Analytics to Improve Hospital Quality Performance*. Pitocco, Christine; Sexton, Thomas; Stickle, Kelly. *Journal of Healthcare Management* 65(4) 285-298, 2020
- Familiarize yourself with the following four Hospital Quality Ranking Websites:
 - Hospital Compare <https://www.medicare.gov/hospitalcompare/search.html>
 - Leapfrog Group <http://www.leapfroggroup.org/compare-hospitals>
 - Hospital Safety Score <http://www.hospitalsafetyscore.org>
 - US News & World Report “Best Hospitals” <http://health.usnews.com/best-hospitals>

Monday, November 24 - High Reliability Organizations – Organizational Actions toward High Reliability

Required Readings:

- *AHRQ Safety Culture Survey*
- *AHRQ Hospital Survey on Patient Safety Culture: 2021 Report* [read the Overview and Chapter 5 “Overall Results”; skim the rest]
- 4 Steps to Sustaining Improvement in Health Care. IHI White Paper.
- Zeroing In on High Reliability in Healthcare. Shabot, Michael, *Journal of Healthcare Management* 64(4):p 209-212

Monday, December 1 - A Workshop on Lean Daily Management

Required Readings:

- *The Checklist.* (2007). Gawande, Atul. *The New Yorker*, December 10.
http://www.newyorker.com/reporting/2007/12/10/071210fa_fact_gawande

Monday, December 8

Group Presentations on Quality Management Plans

Alignment of Competencies with Assessments

Competencies	In-class engagement with reading materials	Post-session quizzes / reflections	Group Project
Operations Assessment and Improvement		X	X
Clinical Quality Assessment and Improvement		X	X
Health Care Issues and Trends		X	X
Critical Thinking	X		X
Problem Solving and Decision Making	X		X