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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 5/6/2015

1b. Department/Division: Dept of Health Mgmt & Policy

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Sarah Wackerbarth

Email: sbwack0@uky.edu

Phone: 218-2079

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 755

2c. Full Title: Leading Change with Healthcare Teams

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** This course focuses on developing the skills necessary to successfully facilitate teams to achieve sustainable change in healthcare systems. The course introduces the foundations of change management, key features of successful teams and factors that lead to team failures; and specific behaviors and communications that enhance effective team interaction. By the end of this course you will have a better understanding of team dynamics and the tools of implementation with special emphasis on applications to improve healthcare quality, safety, satisfaction and efficiency.

2k. **Prerequisites, if any:** CPH 600 or permission of instructor

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Fall,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 20

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: It is a required course in two tracks of the proposed "Graduate Certificate in Improving Healthcare Value".

8. **Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** No

If YES, list affected programs:

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. **The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached:** Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 755 NEW College Review|20150506

SIGNATURE|ZNNIKOO|Roshan Nikou|CPH 755 NEW Graduate Council Review|20150909

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 5006	CPH 755 4 21 2015 Syllabus Revised.pdf

1

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact) Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes⁴ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters): _____

e. To be Cross-Listed² with (Prefix and Number): _____

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="45"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: _____		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course focuses on developing the skills necessary to successfully facilitate teams to achieve sustainable change in healthcare systems. The course introduces the foundations of change management, key features of successful teams and factors that lead to team failures; and specific behaviors and communications that enhance effective team interaction. By the end of this course you will have a better understanding of team dynamics and the tools of implementation with special emphasis on applications to improve healthcare quality, safety, satisfaction and efficiency.

k. Prerequisites, if any:

CPR 600 or permission of instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

It is a required course in two tracks of the proposed "Graduate Certificate in Improving Healthcare Value".

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

¹³ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹⁴ The chair of the cross-listing department must sign off on the Signature Routing Log.

- Ⓙ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (Item SR 8.2.1)
- Ⓚ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓛ In order to change a program, a program change form must also be submitted.

Rev 8/09

UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH

Course Syllabus

Course Number: CPH 755 Fall 201x

Leading Change with Healthcare Teams

LOCATION AND MEETING TIME:

- Location: TBA
 - Schedule: TBA
-

CONTACT INFORMATION

Instructor:

Mark V. Williams, MD, FACP, MHM

Professor & Vice-Chair, Internal Medicine

Professor, Health Policy and Management

Director, Center for Health Services Research

University of Kentucky

Telephone: (859) 218-1039

E-mail: mark.will@uky.edu

Office Hours: By appointment; contact Meagan Casper (Meagan.Casper@uky.edu) to schedule an appointment

Co-Instructor: **Sarah Wackerbarth, PhD**

Associate Professor, Health Management & Policy

College of Public Health Bldg.

111 Washington Ave., Rm. 103C

(859) 218-2079

sbwack0@uky.edu (preferred)

Office hours: Tuesdays 10:30-11:30, or by appointment

COURSE DESCRIPTION

This course focuses on developing the skills necessary to successfully facilitate teams to achieve sustainable change in healthcare systems. The course introduces the foundations of change management, key features of successful teams and factors that lead to team failures; and specific behaviors and communications that enhance effective team interaction. By the end of this course you will have a better understanding of team dynamics and the tools of implementation with special emphasis on applications to improve healthcare quality, safety, satisfaction and efficiency.

COURSE PREREQUISITES

CPH 600 or permission from the instructors

CORE COMPETENCIES AND COURSE OBJECTIVES

The faculty has established a set of core competencies related to positions that students typically enter after graduation. The course objectives stated in this table relate directly to specific competencies and apply to all students who take this course.

	Illustrative related course objectives* The students should:
<u>MPH Program</u>	
Apply the principles of planning, staffing, managing and evaluation in organizational and community initiatives.	Integrate specific behaviors and communication into your approach to team interactions
Collaborate in interprofessional partnerships to implement organizational initiatives at the individual, organizational, and community level.	Summarize parameters necessary for a successful team meeting
Organize and lead population health improvement activities within defined lines of responsibility, authority, communication, and governance.	Describe the roles of different members of common health care teams in facilitating and leading teams
<u>MHA Program</u>	
Work comfortably in multi-disciplinary groups, both large and small.	Identify key features of successful teams and characteristics leading to team failure
Develop and demonstrate the capacity for critical thinking and the ability to employ a systematic, analytical approach to decision making.	Cite examples indicating when individual versus team work is the ideal approach to a problem
Create strategies for designing healthcare programs that are durable, efficient, and effective.	Integrate specific behaviors and communication into your approach to team interactions
Develop effective management skills and the ability to assess their impact on individual behavior, group behavior, and organizational culture and performance.	Describe the roles of different members of common health care teams in facilitating and leading teams
Apply key concepts and principles of change management in modifying policies, practices, and programs in healthcare organizations	Formulate an approach to use teamwork to achieve goals at your institution

Speak and write in a clear, logical, and grammatical manner in formal and informal situations, including cogent business presentations and use of social media.	Prepare written reports and verbal presentations that are clear, crisp, and compelling, both individually and in teams.
Demonstrate commitment to objective self-assessment and on-going development that will lead to personal and professional growth throughout their career.	Demonstrate clear understanding of their personal core values.
*Each student's attainment of these objectives will be assessed through their performance on class projects and the final examination and by their level of engagement and contributions to classroom dialog.	

TEXTBOOKS

- Patrick Lencioni. *The Five Dysfunctions of a Team*, First Edition (Hoboken, NJ: Wiley/Jossey-Bass, 2002).
- Leigh Thompson. *Creative Conspiracy: The New Rules of Breakthrough Collaboration*, First Edition (Boston, MA: Harvard Review Press, 2013)
- John Wooden, Steve Jameson. *Wooden on Leadership: How to Create a Winning Organization*, First Edition (NY, NY: McGraw-Hill, 2005).
- HBR's 10 Must Reads on Teamwork (Harvard Business School Publishing Corporation, 2013).
- Chip & Dan Heath's. *Switch: How to Change Things When Change is Hard*. (New York, NY: Broadway Books, 2010).
- Additional required readings are listed in the syllabus and available for download via the University of Kentucky Libraries E-Journal collections or via the World Wide Web.

While not required for this course, some additional books on teamwork and leadership that students might find useful are:

- Doris Kearns Goodwin, *Team of Rivals: The Political Genius of Abraham Lincoln*, First Edition (NY, NY: Simon & Schuster; 2005).
- Christopher M. Avery, Meri A Walker, Erin O.Murphy, *Teamwork is an Individual Skill: Getting Your Work Done When Sharing Responsibility*, First Edition (San Francisco, CA: Berrett-Koehler Publishers; 2001).

GRADING & COURSE REQUIREMENTS

1. Thorough preparation for classes including completing reading assignments on-time and consistent high-quality participation in classroom activities. Students are expected to attend each class session in this course. If and when a student anticipates a need to miss a class, he or she should discuss this in advance with the Instructor. Unexcused absences are not acceptable. [Grading weight = 10%].
2. Short written assignments during the course of the semester that will be graded on a satisfactory/unsatisfactory basis. Instructions, expectations, and target dates for these assignments will be distributed and discussed in advance. [Combined grading weight = 20%]

3. Journal Article Review and Presentation will be required of each student. Students will review an article and develop a 5 minute presentation summarizing key findings that they will present to the class. Every student will have the opportunity to give at least one of these summaries. [Grading weight = 10%]
4. Formal in-class presentation in combination with a written report on an assigned topic. These will be small-group *team* assignments. Instructions, expectations, and target dates for these assignments will be distributed and discussed in advance. [Grading weight = 30%]
5. There will be a comprehensive final examination that calls for understanding and integrating the readings, presentations, and classroom discourse. It will be an in-class examination with instructions discussed before the examination is distributed. In addition, there may be one short exam mid-semester. [Combined grading weight = 30%]

The following scale will be used in evaluating and grading student performance:

Class Participation, Attendance	20%
Short Written Assignments	10%
Journal article presentation	10%
Group Project / Class Presentation	30%
Final Exam	30%

Final grade will be calculated by dividing total points earned by total points possible. The final letter grade will be assigned using the following standard UK graduate breakdown:

90-100 = A 80-89 = B 70-79 = C <69 = E

Please note, an "A" will be considered to represent outstanding work in terms of both content and expression that substantially exceeds expectations for graduate students at the master's degree level.

B = Satisfactory work in terms of both content and expression.

Meets or exceeds expectations for graduate students at the master's degree level.

C = Satisfactory work in terms of either content and/or expression.

Below expectations for graduate students at the master's degree level.

E = Unsatisfactory work in terms of both content and expression.

Substantially below expectations for graduate students at the master's degree level.

INSTRUCTOR EXPECTATIONS

1. Attend and be on time for every class session; the classes will start on time.
2. Place cell phones and any other electronic devices on silent or vibrate during class. Please refrain from answering emails, texts, etc. during class.
3. Review and reflect on all of the assigned readings for this course in advance of this class session.
4. Contribute actively and constructively to class discussions and team projects.
5. Be sure your individual and team papers use proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting written work. The UK Writing Laboratory is available to anyone who may need assistance.

ACADEMIC INTEGRITY

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

ACCOMMODATIONS

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Kames via email at jkames@email.uky.edu or by telephone (859) 257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability: <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

INCLEMENT WEATHER

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

RELIGIOUS OBSERVANCES

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor at least two weeks prior to such an absence and propose how to make up the missed academic work.

ATTENDANCE POLICY

Because this class requires student participation in small groups, students must communicate in advance of planned absences and within 48 hours of unplanned and unavoidable absences. Students are allowed up to two unexcused absences without penalty. Students with more than two unexcused absences will have their semester grades lowered by 5 percentage points for every additional absence. For these purposes, an absence is defined as missing one hour or more of the class period without an excuse approved by the instructor.

EXCUSED ABSENCES POLICY

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

VERIFICATION OF ABSENCES

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

LATE WORK POLICY

Assignments are due at the beginning of the class period. Assignments will be accepted up to 1 week after they are due, however, a 10% penalty will be assessed. Consent of instructor must be obtained. You must turn in all materials to pass the course.

COURSE SCHEDULE, TOPICS, AND READING ASSIGNMENTS

Section I: Introduction to the Course Including Objectives, Overview of Teamwork, and Initial Assignments

Class Session: 1

Instructor and Student Introductions

Presentation

Teamwork Exercise (Acid River)

Reading Assignment:

- Mitchell P, Wynia M, Golden R, McNellis B, Okun S, Webb CE, Rohrbach V, Von Kohorn I. 2012. *Core principles & values of effective team-based health care*. Discussion Paper, Institute of Medicine, Washington, DC. www.iom.edu/tbc.
 - Salas E, Sims DE, Burke CS. *Is there a "Big Five" in Teamwork?* Small Group Research 2005;36:555-99.
-

Section II: Misperceptions about and Barriers to Successful Teams

Class Session: 2

Class Test (ungraded; audience response system)

Presentation

Reading Assignment:

- Patrick Lencioni. *The Five Dysfunctions of a Team*, First Edition (Hoboken, NJ: Wiley/Jossey-Bass, 2002). Parts 1 – 3.

Class Session: 3

Presentation

Reading Assignment:

- Leigh Thompson. *Creative Conspiracy: The New Rules of Breakthrough Collaboration*, First Edition (Boston, MA: Harvard Review Press, 2013).
 - Hackman JR, Wageman D. Why Teams Don't Work. Harvard Business Review; May 2009. HBR's Must Reads on Teamwork
-

Section III: Creating Successful Teams

Class Session: 4

Exercise (Clues)

Presentation

Reading Assignment:

- Patrick Lencioni. *The Five Dysfunctions of a Team*, First Edition (Hoboken, NJ: Wiley/Jossey-Bass, 2002). Part 4 and The Model.
- Leigh Thompson. *Creative Conspiracy: The New Rules of Breakthrough Collaboration*, First Edition (Boston, MA: Harvard Review Press, 2013).

Class Session: 5

Presentation – Teamwork and Team Success

Reading Assignment:

- John Wooden, Steve Jameson. *Wooden on Leadership: How to Create a Winning Organization*, First Edition (NY, NY: McGraw-Hill, 2005).
- Karzenbach JR, Smith DK. The Discipline of Teams. *Harvard Business Review*, March 1993. HBR's 10 Must Reads on Teamwork.

Class Session: 6

Presentation – Teamwork Research

Reading Assignment:

- Weaver SJ, Lyons R, DiazGranados D, Rosen MA, Salas E, Oglesby J, Augenstein JS, Birnbach DJ, Robinson D, King HB. The anatomy of health care team training and the state of the practice: a critical review. *Acad Med* 2010;85:1746-1760.
 - Buljac-Samardzic M, Dekker-van Doorn CM, van Wijngaarden JDH, van Wijk KP. Interventions to improve team effectiveness: a systematic review. *Health Policy* 2010;94:183-195.
 - Pentland AS. The New Science of Building Great Teams. *Harvard Business Review*; April 2012. HBR's Must Reads on Teamwork.
-

Section IV: Change When Change is Hard

Class Session: 7

Switch Model: Direct the Rider
100,000 Lives Saved Campaign

Reading Assignment:

- Chip & Dan Heath's. *Switch: How to Change Things When Change is Hard*. (New York, NY: Broadway Books, 2010). Chapters 1-4

Class Session: 8

Switch Model: Motivate the Elephant
Surgical Checklists; Reducing CAUTI

Reading Assignment:

- Chip & Dan Heath's. *Switch: How to Change Things When Change is Hard*. (New York, NY: Broadway Books, 2010). Chapters 5-7.
- Haynes AB, et al., (2009). A Surgical Safety Checklist to Reduce Morbidity and Mortality in a Global Population. *NEJM*, 360; 5: 491-499.
- Kwok AC, et al., (2013). Implementation of the WHO Surgical Safety Checklist... *Annual of Surgery*, 257(4):633-639.

Class Session: 9

Switch Model: Shape the Path
Barriers to Change Implementation

Reading Assignment:

- Chip & Dan Heath's. *Switch: How to Change Things When Change is Hard*. (New York, NY: Broadway Books, 2010). Chapters 8-11.

- Ring DC, Herndon JH, Meyers GS. (2010). Case 34-2010: A 65-Year-Old Woman with an Incorrect Operation on the Left Hand. *NEJM* 362:20; 1920-1957.
 - Walker IA, Reschamwalla S, Wilson IH. (2012). Surgical Safety Checklists: Do They Improve Outcomes? *BJ of Anaesthesia*, 109(1):47-54.
 - Urbach DR et al., (2014). Introduction of Surgical Safety Checklists in Ontario, Canada. *NEJM*, 370;11:1029-1038.
 - Fourcade A, Blanche JL, Grenier C, Bourgain JL, Minvielle E. (2012). Barriers to staff adoption of a surgical safety checklist. *BMJ Quality Safety*, 21:191-197.
 - O'Connor P, Reddin C, O'Sullivan M, O'Duffy F, Keogh I. (2013). Surgical checklists: the human factor. *Patient Safety in Surgery*.
-

Section V: Team Project Presentations

Class Session: 10

Committees – Functionally working versus time sinks
What Can Toyota Teach Us

Reading Assignment:

- Jimmerson, C., Weber, D., & Sobek, D. K. (2005). Reducing waste and errors: piloting lean principles at Intermountain Healthcare. *Joint Commission Journal on Quality and Patient Safety*, 31(5), 249-257.
- Mazzocato, P., Savage, C., Brommels, M., Aronsson, H., & Thor, J. (2010). Lean thinking in healthcare: a realist review of the literature. *Quality and Safety in Health Care*, 19(5), 376-382.

Class Session: 11

Teamwork Tools You Can Use

Reading Assignment:

- Review the websites of smartsheet, Zoho, SharePoint
-

Section VI: Team Project Presentations and Assessment

Class Session: 12

Team Project Presentations

Class Session: 13 *Thanksgiving*

Class Session: 14

Team Project Presentations

Class Session: 15

Final Examination

Ellis, Janie

From: Nikou, Roshan
Sent: Wednesday, September 09, 2015 11:42 AM
To: Brothers, Sheila C; Carvalho, Susan E; Ellis, Janie; Ett, Joanie M; Hippisley, Andrew R; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Timoney, David M; Harmon, Camille
Cc: Perkins, Andrea L; Johnson, Julia M; Shane, Rachel; Flaherty, Christopher W; Schuer, Kevin M
Subject: Transmittals

TO: Andrew Hippisley, Chair and Sheila Brothers, Coordinator
Senate Council

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator
Graduate Council

Graduate Council approved the following course proposals and is now forwarding them to the Senate Council to approve.

New Courses

CPH 680 Fundamentals of Healthcare Quality and Safety
CPH 755 Leading Change with Healthcare Teams
ENG 608 Craft of Writing
SW 530 Responding to Military and Veteran Populations
AAD 550 Gran Writing
AAD 560 Teaching artistry for School-based Programs
AAD 565 Community Engagement

Course Changes

PAS 660 Family Medicine Clerkship
PAS 669 Internal Medicine Clerkship

Roshan Nikou, MA
The Graduate School
The University of Kentucky
101 Gillis Building - 0033