## New Graduate Course Proposal

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**College:** Business & Innovation  
**Dept/Academic Unit:** Information Operations and Technology Management

### Proposed title and terms
- **Proposed title:** Creating Effective Operations  
- **Proposed Effective Term:** 2012 Fall

### Course details
- **Credit hours:** Fixed: 3.0  
- **Activity Type:** Online Lecture Seminar
- **Weekly Contact Hours:** 2  
- **Terms Offered:** Fall
- **Years offered:** Every Year

### Prerequisites
- **Prerequisites:** None

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**College of Graduate Studies**

**Received:** JUN 14 2012

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The course examines critical issues in improving the efficiency and effectiveness of healthcare delivery process. The unique role of a physician in healthcare delivery affords multiple opportunities to improve performance of the healthcare system. This course will enable physicians to design and implement initiatives that improve the quality of care, via the application of quality principles such as six sigma. Additionally, the course will also help physicians to hone your skills in improving care delivery by streamlining processes, reducing process inefficiencies, errors, and delays, and increasing process reliability and safety.

Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click here for the template.
University of Toledo
SHBE 6020: Creating Effective Operations
Fall 2012

Instructor: Dr. Sachin Modi
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Class Meetings Location: Stranahan Hall

Course Description: The course examines critical issues in improving the efficiency and effectiveness of healthcare delivery process. The unique role of a physician in healthcare delivery affords multiple opportunities to improve performance of the healthcare system. This course will enable physicians to design and implement initiatives that improve the quality of care, via the application of quality principles such as six sigma. Additionally, the course will also help physicians to hone your skills in improving care delivery by streamlining processes, reducing process inefficiencies, errors, and delays, and increasing process reliability and safety.

Reading Material: No Textbook are suitable -- Reading List to be determined

Grading Criteria: Standard grading scale to apply with 93% of total points and higher is an A, 90 up to 93% is and A-, 87 up to 90 is a B+, 83 up to 87 is a B, 80 up to 83 is a B- and so on.

Assessment of Learning: Students will be evaluated based on written examinations and quizzes, projects, and analytical papers.

Learning Objectives:
Able to do the following in the context of healthcare:
1. Learn performance improvement tools that you can use to deliver high quality healthcare
2. Understand how you can develop a culture of quality consciousness in your organization
3. Understand the tools that can help you analyze and design efficient processes
4. Be able to analyze complex systems and suggest ways of improving patient safety
5. Design and outline a plan for improving quality of care at your home institution

Tentative Topics:
1. The Three Faces of Quality
   a. Define, Measure, Analyze, Improve and Control (DMAIC) cycle for improving quality
   b. Initiating and implementing quality improvement programs
   c. Managing for change
2. Science of Reliability
   a. Process analysis for identification of inefficiencies, waste and delays
   b. Value stream mapping
   c. Analyzing complex systems for reducing errors, mistake proofing and improving patient safety
3. High Reliability 2.0
a. This module requires the application of some of the concepts and ideas learnt in the two previous modules (The three faces of quality and Science of reliability) to the participant's healthcare setting.