

Global Quality of Care
HAD5754H (0.5FCE)
Winter 2022
Mondays: 9am - 11am EST

Course Director: Dr. Jeremy Veillard, IHPME and Centre for Global Health, Dalla Lana School of Public Health, and World Bank Group.
Email: jeremy.veillard@utoronto.ca

Course Lecturers (TBC): Ross Baker (University of Toronto, Canada), Don Berwick (Institute for Healthcare Improvement, USA), Sacha Bhatia (Ontario Health, Toronto, Canada), Adalsteinn Brown (University of Toronto, Canada), Ben Chan (University of Toronto), Mickey Chopra (World Bank, USA), Patty Garcia (School of Public Health at Cayetano Heredia University (UPCH), Peru), Ivan Dario Gonzalez (Gressa Consulting, Colombia), Lisa Hirshhorn (Northwestern University), Niek Klazinga (OECD), Margaret Kruk (Harvard School of Public Health), Danielle Martin (University of Toronto), Youssoupha N'Diaye (Ministry of Health, Senegal), Shams Syed (World Health Organization).

Course Overview

The Sustainable Development Goals (SDGs) reaffirm a global commitment to achieving Universal Health Coverage (UHC) by 2030. This means that all people and communities, everywhere in the world, should have access to the high-quality health services they need – promotive, preventive, curative, rehabilitative, or palliative – without facing financial hardship. In addition to financial protection and access to an essential package of services covering most of the burden of diseases, populations need coverage that is effective and delivers results – they need quality care.

Evidence shows that quality of care in most countries, particularly low- and middle-income countries, is suboptimal, as revealed by the following examples:

- A systematic review of 80 studies showed that suboptimal clinical practice is common in both private and public primary health care facilities in several low- and middle-income countries.
- Adherence to clinical practice guidelines in eight low- and middle-income countries was below 50% in several instances, resulting in low-quality antenatal and childcare and deficient family planning.
- The Service Delivery Indicators initiative in seven low- and middle-income countries showed significant variation in provider absenteeism (14.3–44.3%), daily productivity (5.2–17.4 patients), diagnostic accuracy (34–72.2%), and adherence to clinical guidelines (22–43.8%).
- Recently, the Lancet Commission on Quality Health Systems (HQSS, 2018) estimated that five million deaths a year were due to poor quality, unsafe care.

Improvement in health care delivery requires a deliberate focus on quality of health services, which involves providing effective, safe, people-centered care that is timely, equitable, integrated and efficient (WHO, OECD, World Bank, 2018).

The COVID-19 crisis has further revealed weak resiliency and poor performance in health systems and requires governments around the world to reconsider the foundations and design of public health and health systems to build them back better, in ways that make health systems resilient and sustainable. Quality

is at the centre of an ambitious global agenda to build back better health systems in the aftermath of the pandemic. Around the world, lessons abound on what works and what does not in improving quality of care at scale globally, providing a rich foundation for this graduate course.

Course description

This highly interactive course analyzes macro- and meso- health system level issues related to quality of care in health systems globally, with a focus on low- and middle-income countries: the state of quality of care globally; key findings and recommendations from global reports on quality of care (2018); key interventions to improve quality of care at scale in health systems (evidence and limitations); innovation in service delivery and its impact on quality of care; better measurement of quality of care; approaches to develop national policies and strategies to improve quality of care at scale. The course builds on scientific literature in the health sector and direct experience from the World Bank, OECD and the World Health Organization to support countries in developing, financing and implementing quality of care strategies and policies at scale. The course includes direct exposure to leading voices in global health (policy practitioners and world class academics) through student-led virtual interviews with guest lecturers, as well as discussion during synchronous lectures.

This course has been built on a previous practitioners clinic titled 'Improving Quality of Care in Health Systems at Scale: A Clinic for Practitioners' held by the World Bank in 2018 and 2019 and targeting policy-makers from the health sector in low- and middle-income countries.

Course goal

This 12-week half credit course will provide students with an in-depth understanding of quality of care, which will be gained through lectures, readings and student-led interviews with leading voices in global health. The course will culminate with the preparation of a national quality strategy for a country of their choice, which will be reviewed by leading experts in the field in the format of a virtual practitioner's clinic.

Educational Objectives (EO)

By the end of this course students will be able to:

1. Understand the concepts related to quality of care and articulate the determining characteristics of quality of care and importance in health systems (EO1)
2. Analyze and discuss current trends in quality of care globally (EO2)
3. Identify and understand key interventions to improve quality of care at scale in health systems and be able to discuss their evidence and limitations (EO3)
4. Be familiar with and discuss methods for measuring quality of care within and across health systems (EO4)
5. Expand thinking and engage in discourse on the implications of quality of care for health systems globally (EO5)
6. Develop a national quality strategy (Example of a national quality strategy is available here at: <https://www.worldbank.org/en/topic/health/publication/external-assessment-of-quality-of-care-in-the-health-sector-in-colombia>) (EO6)

Course Meeting Information

This course will be entirely online with 2 hours of synchronous contact weekly. The course will start on Monday, January the 10th and be held weekly every Monday from 9 am to 11am EST except for February 21 (reading week). Synchronous contact will be through Zoom, the link to be provided. Asynchronous contact will be through Quercus.

Synchronous contact will include lectures and discussions. Asynchronous contact will require a combination of reading and interacting with recommended media, brief interviews with leading global health experts, and assignments.

Acknowledgment of Territory

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to work on this land together.

Prerequisites

Course attendance is limited to a maximum of 15 students. Masters students, PhD students and post-doctoral fellows at IHPME or Dalla Lana School of Public Health are eligible to apply. Other graduate faculties may be considered. Applications should be sent to jeremy.veillard@utoronto.ca.

Evaluation

Item	Weight	Deadline
Class participation	20%	Ongoing until March 21, 2021
Individual presentations on interventions to improve quality of care at scale	20%	January 24, 2021
Critical paper on strategies to improve quality of care at scale	30%	March 7, 2021
Capstone group assignment and presentation (national quality strategy)	30%	March 21 & 28, 2021

Participation (20%)

Participation in regular session discussions will be assessed in terms of frequency, timeliness, continuity and quality of contributions. Participation is highly valued in this highly interactive course.

Individual presentations on interventions to improve quality of care at scale (20%)

Students will be asked to present a very short presentation in PechaKucha format (20 slides, images only, 20 seconds per slide) about the strength of evidence and limitations behind key interventions to improve quality of care at scale.

Individual paper & presentation (30%)

Students will be asked to choose a unique country or province case study (e.g. Canada, Mexico, Senegal, Bangladesh) and write a short essay (maximum 3,500 words) critiquing interventions implemented to improve quality of care at scale. The essay will review the state of quality of care, diagnose the root of poor quality of care, and review and critique interventions implemented to improve quality of care at scale.

Capstone group assignment & presentation (30%)

Students will work in small groups (three to four students per group) to develop a complete case study on quality of care including diagnosis of barriers to improvement in quality; review of current interventions; design of a strategy to improve quality of care at scale; proposed measures to mitigate implementation challenges and risks; and first steps in implementing the strategy. The instructor will provide a template for students to prepare an in-depth presentation which they will give to a panel of global health experts for 30

minutes in one of the last two sessions. The panel will provide immediate feedback and recommendations to the group and a discussion about next steps will follow. These practitioners' clinics will take place during the last two classes of this course.

Virtual interviews with global experts

Students will conduct one on one interviews of the guest lecturers in advance of the classes. Guest lecturers are global expert voices in global health and quality health systems. Interviews will be recorded over zoom, conducted and uploaded to Quercus ahead of the session in which the expert presents. Interviews should last approximately 15 minutes. Students will work to prepare interview questions ahead of time which relate to the required readings and objectives of the session of the expert. Interview sessions will be facilitated by the course instructor and/or course coordinator. Using Quercus, students will sign up for a session and the course coordinator will work with them to schedule a time for the interviews.

Student-led interviews sign up

Session Number/Date	Topic/Expert name	Global Experts
Session 1 – January 10	Introduction and overview of global quality of care	Dr. Ben Chan
Session 2 – January 17	The state of global quality of care	Dr. Don Berwick Dr. Lisa Hirschhorn
Session 3 – January 24	Key interventions to improve quality of care at scale	Dr. Margaret Kruk
Session 4 – January 31	Case study: Quality of care in Colombia and Peru	Dr. Ivan Gonzalez Dr. Patty Garcia (TBC)
Session 5 – February 7	Quality by design: what are the features of high-quality health systems	Dr. Ross Baker Dr. Youssoupha N'Diaye
Session 6 – February 14	Better measurement of quality of care	Dr. Niek Klazinga
February 21	No Class – Reading Week	
Session 7 – February 28	National policies and strategies to improve quality of care (Part 1)	Dr. Shams Syed
Session 8 – March 7	National policies and strategies to improve quality of care (Part 2)	Dr. Ben Chan Dr. Adalsteinn Brown
Session 9 – March 14	Presentation of individual papers	TBD
Session 10 – March 21	The role of innovation in improving quality of care	Dr. Mickey Chopra Dr. Danielle Martin
Session 11 – March 28	Practitioners' clinics	TBD
Session 12 – April 4	Practitioners' clinics	TBD

How to hand in assignments

- Assignments must be submitted by email to Jeremy.veillard@utoronto.ca
- File names should be formatted: LastnameFirstname_QualityofCare_Assignment#

Grading

Grading will follow the official University of Toronto, 'University Assessment and Grading Practices Policy' for graduate courses, which can be found at: <http://www.sgs.utoronto.ca/documents/universitygpp.pdf>

Extensions and Penalties for Late Assignments

Extensions for personal and family illness and emergencies can be granted but must be discussed with the course director as early as possible and not once the deadline for the assignment has passed. Late assignments will be penalized by 5 percentage points per day and will only be accepted up to one week after the due date, unless the student has received from the instructor explicit approval, in writing, for a longer extension.

Recordings of Webinar Sessions

Recordings of webinar lecture sessions held within the context of this course will be archived and posted to Quercus to support access to course content by all students. These resources are intended to be used as a student study aid and are not a substitute for participation.

Video recordings will primarily capture the instructor and onscreen content. Students will not be visible on video recordings unless their webcam is enabled. Your voice, however, may be captured as an audio recording if you ask a question in class. The same holds true for questions posted in the chat tool. Please speak to the course instructor(s) if you have any concern about your image, voice or text being recorded, to determine if alternative means of participating are possible.

Course videos may not be reproduced, posted, or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Recordings may be saved to students' laptop for personal use. Students may not create additional audio or video recordings without written permission from the instructor since recordings will be provided for all lectures. Permission for such recordings will not be withheld for students with accommodation needs.

Respect for classmates

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Academic integrity

Students must adhere to the [Code of Behavior on Academic Matters](#). It is your responsibility to know what constitutes appropriate academic behavior. You are responsible for ensuring that you do not act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, personating another person, and committing plagiarism. For more information see [U of T Academic Integrity](#) website.

Academic integrity includes understanding appropriate research and citation methods. If you are uncertain about this, please seek out additional information from the instructors or from other institutional resources. In particular, the following tip sheet provides clear and helpful information about appropriate academic citation: <http://guides.library.utoronto.ca/citing>.

Plagiarism Detection

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me/us and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course. For more information, or to register with Accessibility Services, please visit: <http://studentlife.utoronto.ca/as>.

Key Resources and Supports for DSLPH Graduate Students

- [DLSPH Covid-19 Information](#)
- [DLSPH Student Resources \(Policies, Financial Aid, Health and Wellness, etc.\)](#)

Required texts or readings

There are both required and recommended readings and /or media for each session. Please read and engage with at least the required ones; the recommended ones are more for your reference.

The following readings are key to the course and will be revisited throughout the sessions:

1. The Lancet Global Health Commission on High Quality Health Systems in the SDG Era. 2018. *High-quality health systems in the Sustainable Development Goals era: time for a revolution*. [https://www.thelancet.com/journals/langlo/article/PIIS2214-109X\(18\)30386-3/fulltext](https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(18)30386-3/fulltext)
2. World Health Organization, Organisation for Economic Co-operation and Development, World Bank. *Delivering Quality Health Services: A Global Imperative for Universal Health Coverage*. 2018. <https://www.worldbank.org/en/topic/universalhealthcoverage/publication/delivering-quality-health-services-a-global-imperative-for-universal-health-coverage>
3. Handbook for national quality policy and strategy: a practical approach for developing policy and strategy to improve quality of care. Geneva: World Health Organization; 2018. https://www.who.int/servicesafety/areas/qhc/nqps_handbook/en/
4. Baker Ross et al. 2008. *High Performing Healthcare Systems: Delivering Quality by Design*. Toronto: Longwoods Publishing
5. National Academies of Sciences, Engineering, and Medicine. 2018. *Crossing the Global Quality Chasm: Improving Health Care Worldwide*. Washington, DC: The National Academies Press <https://doi.org/10.17226/25152>.

Course Summary

Session Number/Date	Topic	Guest Lecturer(s)
Session 1 – January 10	Introduction and overview of global quality of care	Dr. Ben Chan
Session 2 – January 17	The state of global quality of care	Dr. Don Berwick Dr. Lisa Hirschhorn
Session 3 – January 24	Key interventions to improve quality of care at scale	Dr. Margaret Kruk
Session 4 – January 31	Case study: Quality of care in Colombia	Dr. Ivan Gonzalez Dr. Patty Garcia
Session 5 – February 7	Quality by design: what are the features of high-quality health systems	Dr. Ross Baker Dr. Youssoupha N'Diaye
Session 6 – February 14	Better measurement of quality of care	Dr. Niek Klazinga
February 21	No Class – Reading Week	
Session 7 – February 28	Workshop: National policies and strategies to improve quality of care (Part 1)	Dr. Shams Syed
Session 8 – March 7	Workshop: National policies and strategies to improve quality of care (Part 2)	Dr. Ben Chan Dr. Adalsteinn Brown
Session 9 – March 14	Individual paper presentation	N/A
Session 10 – March 21	The role of innovation in improving quality of care	Dr. Mickey Chopra Dr. Danielle Martin
Session 11 – March 28	National quality strategy (Clinic round 1)	Experts to be confirmed
Session 12 – April 4	National quality strategy (Clinic round 2)	Experts to be confirmed

Week-by-week breakdown of in-class activities

Session 1: Introduction and overview of global quality of care (EO1)

January 10, 2022

Instructor: Dr. Jeremy Veillard

Guest Lecturer(s): Dr. Ben Chan

Session Format:

- Ice breaker
- Course overview, expectations, student and instructor introductions, sign up to interview experts
- Discussion introducing global quality of care

Session Objectives:

- Present to participants the learning objectives, course philosophy, course structure, instructor, guest speakers and philosophy of teaching.
- Participants to discuss course expectations and any questions they have.
- To define quality of care, its impacts and implications globally pre-, during and post-Covid-19

Required readings/media:

1. Das J, Woskie L, Rajbhandari R, Abbasi K, Jha A. Rethinking assumptions about delivery of healthcare: implications for universal health coverage. *Bmj*. 2018 May 21;361. <https://www.bmj.com/content/361/bmj.k1716>
2. Bellagio Declaration on high-quality health systems: from a quality moment to a quality movement. <https://www.thelancet.com/action/showPdf?pii=S2214-109X%2818%2930372-3>
3. Ghebreyesus TA. How could health care be anything other than high quality? *The Lancet Global Health*. 2018 Nov 1;6(11):e1140-1. [https://www.thelancet.com/journals/langlo/article/PIIS2214-109X\(18\)30394-2/fulltext](https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(18)30394-2/fulltext)

Recommended readings/media:

- Better care for those with the greatest health needs: A conversation with Ashish Jha <https://petersonhealthcare.org/conversation-ashish-jha>
- The Power of Evidence in Reforming US Health Care: Ashish Jha, Harvard <https://www.youtube.com/watch?v=SHUYet3fdTg>

Session 2: The state of global quality of care (EO2)

January 14, 2022

Instructor: Dr. Jeremy Veillard

Guest Lecturer(s): Dr. Don Berwick & Dr. Lisa Hirschhorn

Session Format:

- Panel discussion with authors of 3 global reports from the required readings

Session Objectives:

- Guest lecturers will discuss the latest evidence on quality in health systems in low- and middle-income countries, from their work with National Academy of Sciences in the US, the WHO/OECD/World Bank collaboration, and the Lancet Global Health Commission on High Quality

Health Systems. Topics include gaps in use of best practices and provider competence, safety, misdiagnosis, excessive waits and poor patient experience.

- During this session, we will discuss the state of global quality of care, consider implication during and after the pandemic, and explore remaining knowledge gaps

Required readings/media:

1. World Health Organization, Organisation for Economic Co-operation and Development, World Bank. *Delivering Quality Health Services: A Global Imperative for Universal Health Coverage*. 2018. <https://www.worldbank.org/en/topic/universalhealthcoverage/publication/delivering-quality-health-services-a-global-imperative-for-universal-health-coverage>
2. National Academies of Sciences, Engineering, and Medicine. 2018. *Crossing the Global Quality Chasm: Improving Health Care Worldwide*. Washington, DC: The National Academies Press <https://doi.org/10.17226/25152>.
3. The Lancet Global Health Commission on High Quality Health Systems in the SDG Era. 2018. *High-quality health systems in the Sustainable Development Goals era: time for a revolution*. [https://www.thelancet.com/journals/langlo/article/PIIS2214-109X\(18\)30386-3/fulltext](https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(18)30386-3/fulltext)

Recommended readings/media:

- Podcast: Fixing Healthcare Podcast – Episode 5 Donald Berwick brings a global perspective to fixing US healthcare. https://open.spotify.com/episode/3Y6Gt8fXRYxER3Mv0ZL8Ux?si=2-ShJY7aQUefOITjLLYt_g
- Video: How Can We Define “Quality” in Health Care? with Dr. Donald Berwick: <http://www.ihl.org/education/IHIOpenSchool/resources/Pages/Activities/DefiningQualityAimingforaBetterHealthCareSystem.aspx>
- Video: Key challenges when monitoring quality of care with Dr. Niek Klazinga: <https://vimeo.com/77771764>
- Video: Interview with Dr. Lisa Hirschhorn in her role as Commissioner for the Lancet Global Health Commission on High Quality Health Systems in the SDG era <https://www.youtube.com/watch?v=qHOzflNncTY&w=853&h=480>

Session 3: Key interventions to improve quality of care at scale (EO3)

January 21, 2022

Instructor: Dr. Jeremy Veillard

Guest Lecturer(s): **Dr. Margaret Kruk**

Session Format:

- Discussion about readings
- Game
- Case study presented by guest lecturer(s)

Session Objectives:

- This section will review the evidence about interventions usually considered by policymakers when developing plans and strategies to improve quality in health systems, drawing on a

systematic review of the literature carried out as part of the 2018 OECD-WHO-World Bank report on quality.

- Participants will also learn about why one single intervention is unlikely to succeed on its own, and will deep dive into the Ontario experience with the Excellent Care for All Legislation and its unique combination of policy interventions to improve quality in the Ontario health system

Required readings/media:

1. World Health Organization, Organisation for Economic Co-operation and Development, World Bank. *Delivering Quality Health Services: A Global Imperative for Universal Health Coverage*. 2018. Annex 1. <https://www.worldbank.org/en/topic/universalhealthcoverage/publication/delivering-quality-health-services-a-global-imperative-for-universal-health-coverage>
2. Improving Healthcare Quality in Europe: Characteristics, Effectiveness and Implementation of Different Strategies. European Observatory on Health Systems and Policies. 2019. <https://apps.who.int/iris/bitstream/handle/10665/327356/9789289051750-eng.pdf?sequence=1&isAllowed=y>

Recommended readings/media:

- Video: A Systematic Approach to Improving Health Care Quality with Dr. Sheila Leatherman: <https://www.youtube.com/watch?v=gBZL8dTpVRk>
- Video: Health Quality Transformation 2015: Steini Brown <https://www.youtube.com/watch?v=iQbUGqAf94g>

Session 4: Case study: Quality of care in Colombia (EO5)

January 28, 2022

Instructor: Dr. Jeremy Veillard

Guest Lecturer(s): Dr. Ivan Gonzalez & Dr. Patty Garcia

Session Format:

- Case study presentation by guest lecturers
- Facilitated exchange with guest lecturers

Session Objectives:

- To explore the determinants of quality of care through the lens of a country case study country on how to improve quality of care at scale – Colombia.
- To discuss enablers and barriers to quality of care interventions with subject matter experts
- To discuss quality of care from the perspective of a health care insurer (*Compensar* case study)

Required readings/media:

1. World Bank. 2019. External Assessment of Quality of Care in the Health Sector in Colombia. © World Bank <http://documents1.worldbank.org/curated/en/719321564123515864/pdf/External-Assessment-of-Quality-of-Care-in-the-Health-Sector-in-Colombia.pdf>
2. <https://www.dlsph.utoronto.ca/2019/02/achieving-world-class-health-outcomes-on-a-shoestring/>

Recommended readings/media:

- Video: Do we know what we really mean by health? with Dr. Alex Jadad: <https://www.youtube.com/watch?v=iKJwPkGSyFI>

Session 5: Quality by design: what are the features of high-quality health systems (EO5)

February 7, 2022

Instructor: Dr. Jeremy Veillard

Guest Lecturers: Dr. Ross Baker & Dr. Youssoupha N'Diaye

Session Format:

- Panel discussion between authors about features of high-quality health systems
- Class discussion about implications for health system reforms

Session Objectives:

- Understand determinants of high-quality health systems at scale
- Understand implications for health systems reforms including how to incorporate transformational interventions into system design

Required readings/media:

1. Baker Ross et al. 2008. *High Performing Healthcare Systems: Delivering Quality by Design*. Toronto: Longwoods Publishing

Recommended readings/media:

- Podcast: In conversation with...Rafael Lozano and Margaret Kruk
https://open.spotify.com/episode/6e7ymES59X3QCZpxCGoBMT?si=ri82NjcyS_KqY7GVVi0Wya
- Video: Dr. Margaret Kruk on Healthcare Quality:
<https://www.youtube.com/watch?v=X8eZzhqUwPA>
- Video: Leadership in high-performing health care organizations with Dr. Ross Baker:
<https://www.kingsfund.org.uk/audio-video/ross-baker-leadership-high-performing-health-care-organisations>

Session 6: Better measurement of quality of care (EO4)

February 14, 2022

Instructor: Dr. Jeremy Veillard

Guest Lecturer: Dr. Niek Klazinga

Session Format:

- Guest lecture

Session Objectives:

- Participants will learn about various strategies and data sources to measure quality of care including data sources and data collection tools for evaluating quality, from facility and population surveys to routine health information systems.
- Participants will better understand what requirements of information systems are for managing quality

Required readings/media:

- Measuring Healthcare Quality. In *Improving Healthcare Quality in Europe: Characteristics, Effectiveness and Implementation of Different Strategies*. European Observatory on Health

Systems and Policies. 2019.

<https://apps.who.int/iris/bitstream/handle/10665/327356/9789289051750-eng.pdf?sequence=1&isAllowed=y>

Session 7: Workshop: National policies and strategies to improve quality of care (Part 1) (EO6)

February 28, 2022

Instructor: Dr. Jeremy Veillard

Guest Lecturer(s): **Dr. Shams Syed**

Session Format:

- Part 1 of a 2-part integrative workshop to gain skills requisite for completing the final assignment.

Session Objectives:

- To learn the 8-point process to develop a national strategy for quality of care.
- To gain tools and techniques to complete a national strategy for quality of care.

Required readings/media:

1. Handbook for national quality policy and strategy: a practical approach for developing policy and strategy to improve quality of care. Geneva: World Health Organization; 2018.
https://www.who.int/serviceeliverysafety/areas/qhc/nqps_handbook/en/

Session 8: Workshop: National policies and strategies to improve quality of care (Part 2) (EO6)

March 7, 2022

Instructor: Dr. Jeremy Veillard

Guest Lecturer(s): **Dr. Ben Chan & Dr. Adalsteinn Brown**

Session Format:

- Part 2 of a 2-part integrative workshop to gain skills requisite for completing the final assignment.

Session Objectives:

- To learn the 8-point process to develop a national strategy for quality of care.
- To gain tools and techniques to complete a national strategy for quality of care.

Required readings/media:

1. Handbook for national quality policy and strategy: a practical approach for developing policy and strategy to improve quality of care. Geneva: World Health Organization; 2018.
https://www.who.int/serviceeliverysafety/areas/qhc/nqps_handbook/en/

Session 9: Presentation of individual papers (EO5)

March 14, 2022

Instructor: Dr. Jeremy Veillard

Session Format:

- Each student will have up to five minutes to present their individual papers, followed by a three minutes commentary from a student and seven minutes for questions and answers with the class

Session 10: The role of innovation in improving quality of care

March 21, 2022

Instructor: Dr. Jeremy Veillard

Guest Lecturer(s): Dr. Mickey Chopra & Dr. Danielle Martin

Session Format:

- Panel discussion with guest lecturers

Session Objectives:

- Participants will learn about a wide range of innovations, to empower patients, improve provider competency and increase the consistency of care provided.
- They will also hear about what governments and leaders can do to create an environment which encourages innovation.

Required readings/media:

- Shaw, J., Agarwal, P., Desveaux, L. et al. Beyond “implementation”: digital health innovation and service design. npj Digital Med 1, 48 (2018). <https://doi.org/10.1038/s41746-018-0059-8>

Recommended readings/media:

- Podcast: 2020 Network: Reimagining health care in COVID’s shadow. (with Dr. Sacha Bhatia) https://open.spotify.com/episode/0Wm4RczgrLRmQqmxKojush?si=xg1ihv_FR_qLESZo-arZbA
- Video: How big data changed pro sports and will revolutionize your healthcare – with Dr. Sacha Bhatia <https://www.youtube.com/watch?v=fHGmFX1pSBk>

Session 11: National quality strategy (Clinic round 1) (EO6)

March 28, 2022

Instructor: Dr. Jeremy Veillard

Guest Jury Members: TBC

Session Format:

- Two groups of three students each will present their work group presentations about how to improve quality of care at scale in a health system of their choice
- Each group will be provided with a template presentation following the eight steps recommended by the WHO toolkit on quality national plans and strategies
- Each group will present for 30 minutes, followed by a 15 minutes critique by the jury members
- It will be followed by questions and answers with the other students

Session Objectives:

- To be able to articulate a national plan and strategy to implement quality of care at scale in health systems
- To allow the students to receive feedback on their group work by leading global experts in the field of quality of care

Session 12: National quality strategy (Clinic round 2), feedback and conclusions (EO6)

April 4, 2022

Instructor: Dr. Jeremy Veillard

Guest Jury Members: TBC

Session Format:

- Groups of three to four students each will present their work group presentations about how to improve quality of care at scale in a health system of their choice
- Each group will be provided with a template presentation following the eight steps recommended by the WHO toolkit on quality national plans and strategies
- Each group will present for 30 minutes, followed by a 15 minutes critique by the jury members
- It will be followed by questions and answers with the other students

Session Objectives:

- To be able to articulate a national plan and strategy to implement quality of care at scale in health systems
- To allow the students to receive feedback on their group work by leading global experts in the field of quality of care