

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6115 Introduction to Management of Health Services
Organizations
 Fall 2015
 Delivery Format: On-Campus

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PURPOSE AND OUTCOME

Course Overview

This course is an introduction to the management of Health Services Organizations. As an introductory course, many of the broad concepts and skills of management will be covered. Students will learn the application of these techniques to HSOs. In addition, students will begin to understand the variability of management styles and personalities and begin to develop their own style.

The course will be broken into three modules or themes. The first theme will focus on basic managerial and professional skills. Topics such as communication, writing and presenting as well as management and leadership theories will be covered in this module. The second theme will review the current healthcare environment in which health services organizations operate. The organizational, regulatory, financial and political environments that strongly impact operations of health services organizations will be discussed. The final theme will cover the core managerial functions of health services organizations. Topics such as marketing, strategy development, and financial management will be covered.

The concepts of the course will be taught through a variety of modalities. Extensive use of case studies for real world applications. Textbook chapters will be presented for management concepts. Group projects will be assigned for team building and collaboration. Finally, group presentations will be utilized to develop speaking skills.

Course Objective – Competency Matrix

| # | Course Objective | Competencies | | Assessment |
|----------|--|---------------------|--|--|
| 1 | Discuss the current healthcare environment in which health services organizations operate. | HEC-0 | <i>Analyze, synthesize and act on</i> key trends, activities, <i>and government policies</i> in the health care environment | Midterm/Final, Readiness Assessment Test |
| | | HEC-2 | <i>Interpret, monitor, and comply with</i> laws and regulations that protect health practitioners, organizations, and the public | Midterm/Final, Readiness Assessment |

| # | Course Objective | Competencies | | Assessment |
|---|--|--------------|---|---|
| 2 | Distinguish between the core functions of healthcare management, including strategy, marketing, controlling and organizational design. | HOP-4 | <i>Incorporate</i> principles and tools of human resource management, organizational behavior and leadership of change to achieve organizational goals | Midterm/Final, TBL - Controlling |
| | | HOP-1 | Propose and implement strategic approaches based on statistical and quantitative assessments of clinical, financial, and organizational performance | Midterm/Final, TBL - Strategy |
| | | HOP-2 | <i>Incorporate evidenced-based approaches and external assessments in the design and implementation of programs that improve community health, and organizational, financial and clinical performance</i> | Midterm/Final, TBL - Controlling |
| 3 | Clarify distinctions between leadership and management. | LP-3 | Assess individual strengths and weaknesses (including the impact that you have on others) and engage in continual professional development including reflection and self-directed learning. | Midterm/Final, Self Management |
| | | LP-2 | Apply effective and appropriate oral and written communication vehicles | Communication Assessment |
| | | LP-4 | Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals. | Readiness Assessment Test |

| # | Course Objective | Competencies | | Assessment |
|---|---|--------------|--|---------------------------------------|
| 4 | Accept the value of the application of Emotional Intelligence principles to professional success. | LP-4 | Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals. | Midterm/Final, Self Management |

| | | | | |
|---|--|-------|---|--|
| | | LP-3 | Accurately assess individual strengths and weaknesses (including the impact that you have on others) and engage in continual professional development including reflection and self-directed learning | |
| 5 | Break down and describe the interrelationships between the fundamental departments of health services organizations and their contribution to organizational mission | HOP-4 | <i>Incorporate</i> principles and tools of human resource management, organizational behavior and change management to achieve organizational goals. | Midterm/Final, Readiness Assessment Test |

Instructional Methods

- Exams
- Case instruction
- Group work
- Self reflection

Course Expectations

This class is one of the first graduate courses you will take. Many of you will be transitioning straight from undergraduate programs. It is important to note that expectations are different in a professional graduate program. There are two things, based upon my experience, that are important to learn as you progress through your career development. The first is to learn to read. It is important to develop the discipline to read journals, newspapers, websites, and other sources. Continually seek to improve your knowledge. This serves not only to improve your understanding of the environment you work and live in and the multiple viewpoints, but keeps you up to date on current trends in industry. The second is the old saying, "perception is reality". I try and stress this to my undergrad courses, but I expect graduate students to take this to heart. Start acting like a professional in everything you do and approach, including your courses. You may be a brilliant genius, but if you present yourself in a lazy, sloppy manner, people will see you that way and their perception will become reality, stifling any chance to prove yourself.

DESCRIPTION OF COURSE CONTENT

Tentative Schedule

The following is an outline of courses topics and dates that we will be discussing them. **Dates are subject to change depending upon class dynamics and interest**, but all subject topics will be covered.

| Date | Time | Topic | Comment |
|----------------------------|------------|---|---------------|
| Tuesday, August 25, 15 | 9:35-11:30 | Syllabus, team creation, grading scale | |
| Thursday, August 27, 15 | 9:35-10:25 | Communication - The Case for Communication | |
| Tuesday, September 1, 15 | 9:35-11:30 | Communication application exercises | |
| | | Self Management Discussion - Life Vision | |
| Thursday, September 3, 15 | 9:35-10:25 | US Healthcare System - The Big Picture | |
| Tuesday, September 8, 15 | 9:35-11:30 | US Healthcare System - Population Trends | |
| | | US Healthcare System - Political Regulatory Environment | |
| | | Self Management Discussion - Interested in others | |
| Thursday, September 10, 15 | 9:35-10:25 | US Healthcare System - Legal Environment | |
| Tuesday, September 15, 15 | 9:35-11:30 | MPH - Case Study | IFH |
| Thursday, September 17, 15 | 9:35-10:25 | US Healthcare System | |
| Tuesday, September 22, 15 | 9:35-11:30 | Strategy and Marketing - Strategy | TBL |
| | | Strategy and Marketing - Planning Process | |
| | | Self Management Discussion - Write Well, Speak well | |
| Thursday, September 24, 15 | 9:35-10:25 | Strategy and Marketing - Strategy Types | |
| Tuesday, September 29, 15 | 9:35-11:30 | Strategy and Marketing - Marketing | |
| | | Self Management Discussion - Managing Conflict | |
| Thursday, October 1, 15 | 9:35-10:25 | Strategy and Marketing - Marketing Types | |
| Tuesday, October 6, 15 | 9:35-11:30 | Directing & CQI - Management Theory | |
| | | Self Management Discussion - Maximize the first 90 Days | |
| Thursday, October 8, 15 | 9:35-10:25 | Directing & CQI - Decision Making Process | FHA Meeting |
| Tuesday, October 13, 15 | 9:35-11:30 | MIDTERM | |
| | | Self Management Discussion - Manage your Boss | |
| Thursday, October 15, 15 | 9:35-10:25 | Directing & CQI - CQI | NAHSE Meeting |
| Tuesday, October 20, 15 | 9:35-11:30 | MPH - Case Study | IFH |
| Thursday, October 22, 15 | 9:35-10:25 | Directing & CQI - Negotiation | |
| Tuesday, October 27, 15 | 9:35-11:30 | Controlling - Information Technology | TBL |
| | | Self Management Discussion - Engage and Align with Physicians | |
| Thursday, October 29, 15 | 9:35-10:25 | Controlling - Project Management | |
| Tuesday, November 3, 15 | 9:35-11:30 | Controlling - Financial Management | |
| | | Self Management Discussion - Be Visible by Rounding | |

| Date | Time | Topic | Comment |
|---------------------------|------------------------|--|------------------|
| Thursday, November 5, 15 | 9:35-10:25 | Controlling - Organizing and Staffing | |
| Tuesday, November 10, 15 | 9:35-11:30 | Leadership - Motivation and Power | |
| | | Self Management Discussion - Choose your Mentor | |
| Thursday, November 12, 15 | 9:35-10:25 | Leadership - Emotional Intelligence | |
| Tuesday, November 17, 15 | 9:35-11:30 | MPH - Case Study | IFH |
| Thursday, November 19, 15 | 9:35-10:25 | Leadership - Emotional Intelligence | CAHME Site Visit |
| Tuesday, November 24, 15 | 9:35-11:30 | Case Study - Brigham and Womens | |
| | | Self Management Discussion - Professional Development Plan | |
| Thursday, November 26, 15 | Holiday - Thanksgiving | | |
| Tuesday, December 1, 15 | 9:35-11:30 | Case Study - McKesson | |
| | | Self Management Discussion - Balance Life and Work | |
| Thursday, December 3, 15 | 9:35-10:25 | Review | |
| Tuesday, December 8, 15 | 9:35-11:30 | FINAL | |
| | | Self Management Discussion | |

Please refer to Canvas to review assignment details and dates.

Required Materials

1. Longest, BB and Darr, K. 2014. *Managing Health Services Organizations and Systems*. 6th Edition. Health Professions Press: Baltimore, MD.
2. Course readings and case studies as assigned via Canvas

ACADEMIC REQUIREMENTS AND GRADING

Grading Components

Final grading will be determined by the following components:

Midterm - 25%

Final - 25%

Self Management - 5%

The self-management exercises are short responses to professional development type tips and actions. The format of submitted documents will be informal and often without structure. The intention is that the student will have a professional development type portfolio to draw upon as they evaluate first job opportunities.

Case Study Report/IFH Participation - 5%

MHA students will be participating in the IFH curriculum. MPH students will be working on a case based project.

Readiness Assessment Tests - 10%

Short assessment tests will be given throughout the semester to evaluate students understanding of reading and concepts.

Team Based Learning – 30%

Grade will be distributed among three components: 1. Individual Readiness Assessment Tests; 2. Group Readiness Assessment Tests; 3. Group Evaluations. The weight of these components will be determined via class discussion on the first day of class.

Grading Scale

| Total Points (of 100) | Grade Points | Grade |
|----------------------------------|-------------------------|--------------|
| 95 or more | 4.0 | A |
| 90-94 | 3.67 | A- |
| 87 - 89 | 3.33 | B+ |
| 83-86 | 3.0 | B |
| 80 – 82 | 2.67 | B- |
| 77-79 | 2.33 | C+ |
| 73-76 | 2.0 | C |
| 70-72 | 1.67 | C- |
| 67-69 | 1.33 | D+ |
| 63-66 | 1.0 | D |
| 60-62 | .67 | D- |
| Below 60 | 0 | E |

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

| Letter Grad | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | WF | I | NG | S-U |
|--------------|-----|------|------|-----|------|------|-----|------|------|-----|------|-----|-----|-----|-----|-----|
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Exams will be delivered in class on the scheduled time.

Policy Related to Make up Exams or Other Work

Make-up options will be offered to students only under extenuating circumstances and through communication with instructor. Instructor reserves the right to determine appropriate make-up options for each student.

Policy Related to Class Attendance or Other Work

Students are expected to view all the lectures, read the assigned text and articles, be an active member of their group, and to actively participate in class discussions.

Personal issues with respect to class participation or fulfillment of course requirements will be handled on an individual basis and must be communicated with the instructor with reasonable advance notice.

PLEASE NOTE: At this time, taking out holidays and cancelled classes, we will meet 28 times this semester. Greater than 10 unexcused absences will result in an Incomplete grade assignment.

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

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional behavior is expected at all times. Utilization of electronic devices should be limited and only for support of learning environment.

Communication Guidelines

Students will be expected to communicate via official uf email.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

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

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
 Alachua County Crisis Center
 (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.