

**University of Florida**  
**College of Public Health & Health Professions**  
**Department of Health Services Research, Management, and Policy**

**HSA 6115 – Introduction to the Management of Health Services  
Organizations  
Spring 2014 (Online)**

**Instructor**

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**Required Materials:**

1. Griffith, JR and White, KR. 2010. *The Well-Managed Healthcare Organization*. 7<sup>th</sup> Edition. Health Administration Press: Chicago, IL.
2. Kovner, AR, McAlearney, AS, Neuhauser, D. 2009. *Health Services Management: Cases, Readings, and Commentary*. 9<sup>th</sup> Ed. Chicago, IL: Health Administration Press.
3. Additional readings are available on the course's website: <https://lss.at.ufl.edu/>

**Course Overview**

This course is an introduction and overview of the management of Health Care Organizations (HCOs). It is designed to introduce you to the skills and capabilities of professional managers that are essential for all management positions. You will develop the industry specific knowledge you will need to apply these skills in HCOs. Further, you will learn about your own leadership style and how best to utilize your style as work with others, whose styles may differ, through a series of team oriented exercises.

To accomplish these tasks, the course draws upon perspectives from organizational theory and organizational behavior to examine management and leadership topics within the unique context of HCOs. A case study framework will be used that will aid you in learning how to be effective despite often incomplete information, manage competing organizational goals and priorities, recognize that diverse health care professionals often have varying interests and perspectives and

how to best to work with them, and learn how to recognize errors and performance gaps and how to revise actions to address.

### **Course Competencies**

- 1) Use the principles and tools of human resources management, organizational behavior and the leadership of change to achieve organizational goals.
- 2) Understand the roles and responsibilities of the governing board and identify effective techniques for establishing sound relationships between senior leaders and the board.
- 3) Understand the purpose and function of each organization and service department within health care organizations and how they interrelate.
- 4) Understand how leaders energize stakeholders with the compelling vision that fosters and sustains their shared commitment to organizational goals.
- 5) Identify and effectively use appropriate communication vehicles based on audience characteristics and communication goals.

### **Course Objectives**

Upon completion of the course, students should be able to:

- a) Evaluate and understand appropriate techniques for the governing board and governance structures.
- b) Demonstrate the variety and complexity of the manager's role in guiding complex health services organizations, including issues related to motivation, work design, and job satisfaction.
- c) Understand the nature of professional work and the unique attributes of managing professional teams and organizations.
- d) Describe various perspectives on and dimensions of leadership and be able to diagnose what leadership styles may be most effective given particular situations and circumstances.
- e) Be more familiar with their own leadership and behavior style and its implications for effective performance as health services executives.
- f) Learn and understand the formal and informal decision making structures and power relationships in health care organizations.
- g) Develop management strategies that take into account the power and influence of different professional groups.
- h) Diagnose and improve the communication and coordination challenges facing a health services organization.

- i) Demonstrate sensitivity and understanding of varied cultural, ethnic, socioeconomic backgrounds of individuals and groups.
- j) Effectively manage the complexities of interdepartmental and inter-organizational relations in and among health services organizations.
- k) Describe how to build a learning organization through changes in structure, tasks, information sharing, strategy, and culture.
- l) Recognize and effectively deal with planned and unplanned change in organizations.
- m) Identify and be able to evaluate the functions, structure and performance measures of excellent health care organizations.

**Grading Scale**

<b>Total Points (of 100)</b>	<b>Grade Points</b>	<b>Grade</b>
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	F

**Course Requirements/Evaluation**

***Topic Readings***

Each week’s lecture has assigned chapters from our textbooks. Check the following action plan and the Sakai website for updates on the week’s readings. These additional article readings are designed to round out the topic of discussion for the week and *can* be used to generate discussion from in your discussion boards. Note that you will be responsible for reading this material for your examination but do not have to elect to discuss these in the discussion boards if you are responsible for facilitating that week’s discussion.

Note that **the readings ARE subject to change throughout the semester as a measure** of keeping the information in this course as current as possible. If these readings change, you will be

advised via a message on Sakai. It is your responsibility to make sure that you are verifying the currency of each week's readings.

### ***Discussion Boards Student Participation (10%)***

Each lecture will have a dedicated discussion board to discuss the articles for that lecture.

**During the first week of class, you will be assigned to a group of two to three (depending on class size) of your fellow students. Your group will be assigned to lead and facilitate discussion with the class for a specific week. IF there are less than 13 students in the course (highly likely) we will forego the group approach, and each of you will be assigned one week to lead the group discussion.** See the next section on Discussion Group Lead Role for specifics.

Participation will earn you 10% for contributing to discussion boards and 10 % for leading the discussion board for your assigned week, if you post thought provoking, substantive, topical postings.

### ***Discussion Group or Individual Lead Role (10%)***

Each week may have more than one article for supplemental reading. Your group or you individually may select one of those articles for class discussion each week. You are required to provide a summary of the article during the week you are leading the discussion, and you are expected to build on the article from current research, the news, or examples from your work experiences, and finally you are responsible for posting three questions related to the article to simulate and lead the discussion.

This activity will be within the Discussion Board element in your Sakai course site. If we have more than 13 students, you will have 2 discussion boards to complete this assignment. The first discussion board: each group will be given a group discussion board to share your thoughts for this assignment. **Only group members and the instructor** will be able to view the group discussion board. Second discussion board: the group members will make a first posting on the topical discussion board you are assigned and respond to fellow classmates reaction posts. **All class members** will be able to view and comment on this discussion board. If we end up doing this assignment with only one student assigned each week then obviously we will only use one discussion board. *If you have a preference for a week (note topics if any are of particular interest) please let me know as soon as you read the syllabus and I will take that into account when posting your assigned week.*

Remarks that do not add to the conversation will not be given credit. If you are the discussion post group leader(s) you will create new posts; all other students will reply to those who are creating original posts as discussion group leaders. Remember, only meaningful, substantive and insightful participation is expected and examples from work experience are highly valued.

As part of the grade, the lead group members will evaluate each other using the "Peer Evaluation Form" included within this syllabus. This will be sent to the professor after the presentation is completed. Failure to complete this peer evaluation is an automatic .2 point deduction from the group grade. If participation by certain groups members is significantly below that expected, the instructor also reserves the right to give individual grades for the group assignment.

### ***Exams (30%)***

Two exams (15% each) will be administered during the semester. They are designed to evaluate if the student has good understanding of management principles and the aspects of health care organizations that have been reviewed to-date at the time of the example.

This course will be utilizing the services of ProctorU as the proctoring service for the exams in this course. This service is a user-friendly system, but you must follow these guidelines to register and take your exams:

1. **Students must register for a time slot for their course exams with ProctorU starting the second week of the semester, but no later than 3 days prior to an exam.** You will register for your exams at [www.proctoru.com](http://www.proctoru.com). Their website will describe how you register and log on for your exam. Your exams will be taken in your Sakai course, but only ProctorU will be able to open the exam for you.
2. **Exams will be administered 9:00AM – midnight (Eastern time) from Friday to Sunday on the scheduled exam weekend.**
3. Students will need to have a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone will work fine. ProctorU recommends the Microsoft LifeCam VX-5000 webcam, but most brands or models will work. This webcam, as well as many newer webcams, comes complete with a microphone in the camera. Students will **NOT** be allowed to take an exam without a webcam. (Note: a microphone and webcam are program requirements for our online programs, see computer requirements on our program website). **Please test your connection and equipment at the ProctorU site PRIOR to your exam date and time.**
4. Exams may be taken at a student's home, but students must plan to take their exams in an environment where other people are not in the room with the student during the exam. No phones, TVs or radios should be on during the exam.
5. Students will need to have some administrative rights on the computer they are using for the exam to enable the proctoring service to function.
6. When a student registers for an exam, ProctorU fee will be paid by the College. For exams scheduled less than 3 days before an exam, they will charge a \$5 additional fee, which will be the responsibility of the student to pay via US\$ credit card at the time of registration (this cannot be waived, so be prepared).

### ***Written Assignments (30%) – One as a Group Submission; one as individual submission***

Two written assignments are due by the posted due date, **before 11:55PM** as indicated on the schedule. Each assignment is worth 15%. Each of these assignments will be due Sunday evening by 11:55 pm and these are specifically noted on the syllabus calendar (page 10). For assignment 1, you will be in a team of three or four individuals. You will be given team discussion boards to facilitate group meetings, but teams may elect to use other means of communication such as Skype, phone, in person, Drop-box, etc. **For assignment 2 – this is an individual submission.**

Minimum and maximum word count is described within each written assignment. Brevity in covering complex issues is an important professional skill. I will discard excess material without reading it if it exceeds the set limit. Written assignments are due as an attached Word document-only via the assignment tool. Please include the following information on the document: **your names, course title, date, assignment title and number, and word count.** Points will be deducted if any of this information is missing. Direct quotations and specific concepts from

sources must be footnoted. All assignment submissions will be submitted to Turnitin for plagiarism checking. Please be sure to properly cite your work as needed.

**Late submissions.** If you will not be turning in your assignment on the day it is due, contact the instructor immediately by email. Special arrangements may be possible **only** under **EXTRAORDINARY** circumstances. There will be a 10% per day deduction for late work, with a minimum deduction of a half point (0.5). Assignments later than five days from the date due will receive a zero (unless you have received permission from the instructor due to extenuating circumstances.) It is the responsibility of the student to verify an assignment submission by opening up the submission and verifying that there was an attachment submitted and that the correct attachment was submitted. Late penalties will apply for those who “thought they had submitted the assignment” but in fact no attachment was included.

***Final Project (20%)***

A case study will be assigned to the class as the final project. Students will work on this case in a group of three to no more than five individuals. The written analysis for the case should be limited to 10 pages. The final report should use double-space, 1-inch margins, and 12 font, and should include a problem statement, analysis (alternative courses of action), and recommendation. See additional guidelines in the Assignment tool under Case Analyses section. Paper should be submitted as a Word attachment via the assignment tool. ***Late papers and email submissions will not be accepted.*** Please note that students in your group will be evaluating your contribution and work, these evaluations will have a direct impact on your final project grade (please see the evaluation form on p. 9).

Grading for the written assignments and final project:

Assignments 1 & 2 - 15 pts	Final Project – 20 pts	Comments
>14 - 15	>19 - 20	Reserved for truly exceptional contributions, at a level not normally expected
12.7 - 14	17 - 19	Work that is clearly ahead in terms of research, creativity, and effort
12 – 12.6	16 – 16.9	Work that is competitive and consistent with your peers
10.5-11.9	14 - 15.9	Work that is good but could be improved (basically sound ideas but could be better).
9 - 10.4	12 – 13.9	Work that is average and contains some errors
<9	<12	Failure to appropriately complete the assigned case

**How to work in a group in an online course:**

Group work in an online course is conducted electronically between you and your partners. Groups should discuss if they want to meet live (if feasible) or if they are content with asynchronous communications. There are several tools that students will be able to use to facilitate this work, such as phone calls, emails, Skype, chat rooms, and discussion boards, feel

free to be creative. Each group will have a discussion board that only members of that group can access. Via this discussion board group members will be free to post messages back and forth to each other, share documents, or set up live meeting times. Students may use the chat room in the course site for short meetings, but all students in the course will have access to the chat room. Skype is another great resource. This is a free Internet phone/IM service where group members can meet live to share ideas. And of course there is the common technology method of emailing each other and calling each other. Choose the tool that works the best for all members of the group.

### **Operating Assumptions and Expectations**

Someone who does not understand the “workings” of an automobile engine would have little success in repairing it or improving its performance. Similarly, to manage an organization (or organizational component), you must have a thorough understanding of organizational structure and functioning. This course will provide tools and approaches for assessing organizational problems and designing ways to solve problems and improve organizational performance.

Students will become more effective health services managers if they have a thorough understanding of the unique features of the health services system and health services organizations. The only way to master the learning objectives is to put time and energy into reading, discussion, and writing.

Students are expected to master a variety of words that health care professionals often use to describe what they do (e.g. see the Glossary in the Griffith and White text). Students should recognize these terms, understand their technical implications, and use them appropriately.

In general, clinical terms will not be translated. Students are expected to familiarize themselves with the actual language used by clinicians. The MedlinePlus website is available 24 hours a day, seven days a week here: <http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

### **Statement of University’s Honesty Policy (cheating and use of copyrighted materials)**

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details). Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

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

### **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.

### **Statement Related to Accommodations for Students with Disabilities**

Students requesting exam accommodations must first register with the Dean of Students Office, which will provide documentation to the student. The student should then provide this documentation to the instructor and Susan White, the online administrator at [swhite@ufl.edu](mailto:swhite@ufl.edu).

### **Phone Numbers and Contact Sites for University Counseling Services and Mental Health Services**

University Counseling Services Student  
<http://www.counsel.ufl.edu/services.asp>  
P301 Peabody Hall – 392-1575

Mental Health Services  
<http://www.health.ufl.edu/shcc>  
Room 245, Infirmary Bldg.- 392-1171

### **Purpose of the Final Project**

The group project provides the “real-world” experience of working in a group to successfully determine solutions to complex problems. In addition, this project is health care-specific and represents a situation that you may someday face in your career as a health care executive.

One important fact to keep in mind as you prepare a case is that there is no one right answer. Some approaches may work better than others, but there are multiple ways to arrive at a solution to a problem. The critical issue in presenting your findings is to be able to make a cogent argument for the approach you suggest.

A secondary, but still important, purpose of the case analysis is to provide an opportunity for you and your group to present analyses as if you were consultants communicating your findings and recommendations to senior management of the organization in the case study.

### **How to Prepare for Writing a Case**

Here are some suggested steps to take as you prepare the case.

1. **Read the case just to get an overall idea** about the setting, topic, and problem.
2. **Re-read the case and pull out important facts** that may be used to help analyze possible courses of action.
3. **Identify the major problems** in terms of importance.
4. **Identify the root cause of the problem and the factors that contributed to the problem**
5. **Identify alternative courses of action, including constraints on the alternatives.**  
You should identify the assumptions you made about the problem and about implementing the alternatives
6. **Develop criteria for judging a proposed course of action for each problem**

7. **Select a preferred course of action and defend it**, based upon the criteria you developed.

It may be useful, when assigned a role in the case, to first make assumptions about the priorities of the constituencies represented (or the clients who have hired you). In other words, what would they like to gain in the situation as presented?

The case is intended to give your group the opportunity to apply the concepts most recently covered in class. Feel free, however, to use any of the concepts covered to date as well.

**Health Services Management  
Peer Evaluation Form**  
*Confidential*

Week of  
**Date:** \_\_\_\_\_

**CASE GROUP**

**YOUR NAME**

\_\_\_\_\_

\_\_\_\_\_

	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>
<b>Group Members (list by name)</b>	<b>Commitment to Team Excellence</b>	<b>Originality and Initiative</b>	<b>Dependability</b>	<b>Overall Contribution</b>

**INSTRUCTIONS:** Grade each group member (including yourself) on attributes I through III using letter grades A through F. For attribute IV, rank each member (including yourself), with #1 being the person who made the most important contribution to the group project. You may provide additional comments on the bottom of this page. If you feel contributions were equal you may assign same letter grade or same #.

**DEFINITIONS**

- I. Commitment to Team Excellence - cooperativeness; receptiveness to criticisms or suggestions; ability to work with others.
- II. Originality and Initiative- creative ability; imagination; soundness of ideas.
- III. Dependability - ability to get results; reliability; promptness; attendance.
- IV. Overall Contribution - overall contribution to the group's project.

<b>Weeks end at 11:55 pm)</b>	<b>Topics</b>	<b>Chapter readings White &amp; Griffith</b>	<b>Page readings: Case Studies Kovner</b>	<b>Additional readings (noted by author last name)</b>	<b>Discussion Board – Cases: Kovner</b>	<b>Due</b>	<b>Group or assigned student for article sharing</b>
Week 1: Jan 6-12	Student intro Syllabus review Myers-Briggs HCOs	1	Foreword	Myers-Briggs Assessment	Discussion of Myers-Briggs Assessment	Submit Myers-Briggs to instructor	None
Week 2: Jan 13-19	Cultural Leadership	2	pp. xxiii- xxiv; 3-6	Browning	HCO Text p. 40, Q4		No group– all read
Week 3: Jan 20-26	Operational Leadership	3	pp.4-33; 151-158	Bruhn Kimberly	CS4: pp. 75-76		Group 1
Week 4: Jan 27-Feb 2	Strategic Leadership - Governance	4		Drucker Hyashi	CS8: Sparks Med Cntr pp.140-141		Group 2
Week 5: Feb 3-9	Foundations of clinical performance	5	pp. 89-105	Scott Vina	CS: 6: CQI pp.138-139		Group 3
Week 6: Feb 10-16	Physician organization	6	pp. 215- 239; 261- 264	Cooper Firth-Cozens	CS20: Med Dir Office pp.293- 294	Written assignment #1	Group 4
Week 7: Feb 17-23	Nursing	7	pp.215-216	Connor Takase	CSK: Taking Care Nurses pp. 287-292		Group 5
Week 8: Feb 24- Mar 2	Mid-term – EXAM #1	Exam open February 24 <sup>th</sup> – March 2 <sup>nd</sup> at 11:55PM					
Week 9: Mar 3-9	Spring Break						
Week 10: Mar 10-16	Clinical Support Systems	8		Granko Pawloski	CS14: Rehab VNSA pp. 207- 210		Group 6
Week 11: Mar 17-23	Beyond Acute Care to Community Health	9		Grant; PubH Leader Competence	HCO text: p. 282, Q5		Group 7
Week 12: Mar 24-30	Knowledge Management	10	pp. 239- 259	Guillemette Nicolini	CS11: purchase decision pp. 147-148	Written assignment #2	Group 8
Week 13Mar 31 – Apr. 6	Human Resources Management	11	pp. 62-63; 177-183; 250-251	Pferrer Stowe	CS27: Multi- culturism pp. 409-410		Group 9
Week 14: Apr 7 - 13	Environment of Care Management	12		Edum-Fotwe Hoadley	Discussion Board Questions		Group 10
Week 15: Apr 14 - 20	Internal Consulting	14	pp. 248- 250	Johri Trotter	HCO Text p. 460, Q5		Group 11
Week 16: Apr 21- 27	Marketing and Strategy; Review	15	pp. 297- 316	Calfee Weiss	CS23: A new look? Pp. 348- 350	Final Project Due	Group 12
Week 17: Apr 28 – May 2	EXAM #2	Exam open April 25 <sup>th</sup> – 30 <sup>th</sup> at 11:55PM					