

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6188 Strategic Management of Health Systems

Fall Semester: 2015
Tuesday 1:55-3:50, Friday 10:40-11:30
Delivery Format: On-Campus/On line
Course managed on the Canvas System

Instructor Name:	Ralph E Horky
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Office Hours:	by appointment prior to each class
Preferred Course Communications:	Canvas "Inbox"

Prerequisites

Students will have graduate level competency with PowerPoint and Excel.
Students will have graduate level narrative writing and data analytical skills.
Students will have taken foundational courses in finance, health policy and introduction to health management or have equivalent professional experience.

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to better understand and apply modern concepts of strategic planning and management: to adapt skills and techniques necessary to interpret sometimes ambiguous strategic situations, to distinguish stakeholder needs and aspirations, to evaluate component internal and external structures and influences, to envision (imagine) appropriate and a practicable strategic responses, to persuasively articulate the vision of a desired state and to participate and influence the successful implementation of strategy across a health care systems or within a major organizational component or subsystem.

Relation to Program Outcomes

This course is designed to facilitate the pivot from categorical and knowledge based learning to a more emergent and synthetic understanding of the behavior of complex health organizations. Multiple systems, structures, processes and cultures will be considered in the context of a whole

situation. The course is positioned within the curriculum to build on background and techniques acquired in and the first year courses in Health Policy, Finance, Basic Management and other categorical studies and to prepare students for internship and or job placement in a practical working environment.

Course Objectives and/or Goals

Upon completion of the course, students should have a foundational knowledge of the theory, methods and management techniques to:

Objective	#	Competency
Evaluate Organizational Culture and Structural Strengths and Weaknesses	BAT0	Design and Conduct quantitative analyses and analytical technique to measure and improve organizational performance.
Interpret Impacts of Technology, Cultural Change and Evolving Practice on Organizational Strategy	HEC1	Perform environmental scans and needs assessment in support of program and organizational development.
Elaborate a High Level Directional Plan for a Medium to Large Organization	HOP4 LP4	<i>Incorporate</i> principles and tools of <human resource> management, organizational behavior and change management to achieve organizational goals. Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals
Demonstrate Basic Formal Business Planning Skills and Presentation Techniques	LP2 LP4	Apply effective and appropriate oral and written communication vehicles. <i>Articulate</i> how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals
Recognize Newly Evolving Trends in Strategic Theory from Academic and Popular Sources	HOP0	Conceive and Implement strategies that further the mission of the organization.
Assess the Influence of the External Environment (Markets, Regulators, and Competitors)	HEC1	Perform environmental scans and needs assessment in support of program and organizational development.

Instructional Methods

Lectures, classroom exercises, classroom discussion of readings, online discussions of special topics and an Individual project with iterative instructor feedback.

DESCRIPTION OF COURSE CONTENT

Topical Outline

Order	Topic(s)	Notes
1	Introduction: Course Information, Four Principles and the introduction of Three Practical Toolbox “Things”	
2	The Nature of Strategic Management	Swayne Chapter 1
3	Operational Effectiveness is not Strategy – Trade Offs	HBR Redbook: Porter
4	Modern Organizational Complexity: the Frisbee and the Dog	HBR Frisbee
5	Managerial Styles, Emergent and Analytical Styles, Inductive and Deductive Logic	Smith Taxonomy Moneyball Movie/Canvas Discussion
6	Stakeholders and Strategic Momentum	Swayne Case 5
7	Graded Assignment #1 (15%): A Planning Call to Action - To assess the student's approach to stakeholders and their narrative ability to concisely describe a planning need	Approximate due date September 9
8	Accretion and the Evolution of a Modern Health Care "Mess": Inflection Points	Social Transformation of American Medicine/ Canvas Discussion
9	Evolution of the Technological Hub: Local, Regional and National Hospitals	
10	Basic Organizational Structures in Health Systems: How the Five Basic Types make Their Decisions	Swayne Case 5 (again)
11	Deductive and Inductive Problem Solving: The Whole and its Parts - Cultural and Lateral Control in Modern Systems	20 Questions Exercise
12	Capacity, Carrying Capacity, Sub optimization, Decentralization, Franchise Autonomy and Control – The threat of “ankle biters”	
13	Inside of Health Organizations - Internal Analyses	Swayne Chapter 4
14	The Value Chain and the Value Chain Disassembled: Swayne	Swayne Chapter 8
15	The Convergence of Clinical and Managerial Realms: Patient Centered Pathways	
15	The Environment Outside the Organization	HBR Porter 5 Forces Swayne Chapter 2
17	Envisioning a Desired State in an Uncertain Future: Scenario Planning Exercise	
18	Un Graded Assignment . Scenario Planning Narrative - This will assess visioning skills and appreciation of the evolving nature of strategic situations	Approximate Due Date October 7
19	Technology, Cultural Change and Evolving Practice on Organizational Strategy	HBR Blue Oceans

Order	Topic(s)	Notes
20	Multiple Choice Exam (20%): This will assess the student's comprehension of textbook and reading materials to date and concepts discussed in the classroom to date	Approximate Date October 21
21	Templates for Packaging Services: MIT Examples	Pyndycke
22	Modern Repackaging of Health Services: Geisinger, Prometheus	
23	Evolving Issues in the Regulatory Environment	Kaplan, Brill
24	The Directional Plan - Mission Values Goals: Swayne 6	Swayne Chapter 6
25	The Directional Plan - Objectives, Strategies, Tactics	
26	Strategic Plans that Adapt to Situations: Swayne 6	Swayne Chapter 6
27	Final Project Cases	
28	Commence Major Project – assembling a strategic Case (30%). This can be based on an adaptive, market entry, competitive or implementation strategy. Topics will be approved in one on one meeting with the Instructor. This assignment will assess the student's integrative and persuasive skills	Approximate Due Date December 5
29	Building a personal toolbox: Thing 1, Thing 2 and Thing 3	
30	Graded Assignment #3 (15%): Supporting Data Model. This will assess the student's facility for developing basic data models with techniques to support forward looking projects.	Approximate Due Date November 19
31	Evaluation of Strategy	Swayne Chapter 7
32	Iterative Process 1: Thing 1: Conceptual Diagram: Individual Meetings	
33	Iterative Process 2 Rough Draft: Canvas Submission with Narrative and Empirical Support	
34	Iterative Process 3 Integration of Content and Structure	
35	Semester Ends	December 9

Course Materials and Technology

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Graded Assignment #1 (10%): A Planning Call to Action - This will assess the student's approach to stakeholders and their ability to describe a planning need in concise written narrative

Graded Assignment #2 (10%): Scenario Planning Narrative - This will assess the visioning skills and appreciation of the evolving nature of strategic situations

Multiple Choice Exam (20%): This will assess the student's comprehension of textbook and reading materials to date and concepts discussed in the classroom to date

Graded Assignment #3 (10%): Supporting Data Model. This will assess the student's facility for developing basic (Excel type) data models with analytical techniques to support forward looking projects.

Major Project – assembling a strategic Case (30%). This can be based on an adaptive, market entry, competitive or implementation strategy. Topics will be approved in one on one meeting with the Instructor. This assignment will require narrative, conceptual diagramming and analytical techniques and will assess the student's integrative and persuasive skills.

Participation Initiative and Effort: 20% of grade reserved for participation, initiative, communication, preparation, online discussion contributions, volunteerism etc.

Grading

Requirement	Due on or about. Absolute date finalized no later than weeks prior.	% of final grade
Moneyball Assignment	September 5	Ungraded
Graded Assignment #1	September 9	15%
Historical Inflection Assignment	Sept 12	Ungraded
Graded Assignment #2	October 7	15%
Multiple Choice Exam	October 21	20%
Ungraded Assignment Scenario	November 18	Ungraded
Major Project	December 5	30%
Participation, Initiative and Effort	Accumulated Over Semester	20%

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. 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 Grade	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

Policy Related to Make up Exams or Other Work

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note 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:

[http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic regulations/academic regulations 013 .htm](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic%20regulations/academic%20regulations%20013.htm)

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

All assigned materials will be reviewed in advance of classroom discussion.

Students will participate actively in on line and classroom activities

Students will attend all sessions and consistently demonstrate professional behavior

Students will silence all cell phones

Laptop computers and tablets will be used only for purposes directly related to class.

Students using laptops or tablets may not sit in the back row of the classroom

Texting is prohibited during class.

Communication Guidelines

Students will check Canvas Email on a twice weekly basis at a minimum. If a student is to be absent from a scheduled class (s)he will notify the instructor by Email 24 hours in advance.

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 *optional in UF Template*

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style, assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. 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 to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health *optional in UF Template*

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that arise in the course of pursuing higher education or 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>

BUT – 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.
