

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6115: Introduction to Management of Health Services Organizations (3 credit hours)
Semester: Spring 2017
Delivery Format: On-Line
Course Website: E-Learning in Canvas

Instructor Name: Nicole M. Marlow, PhD, MSPH
Room Number: HPNP 3110
Phone Number: 352-273-6080
Email Address: marlownm@phhp.ufl.edu
Office Hours: by appointment
Preferred Course Communications: Email through Canvas

PURPOSE AND OUTCOME

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.

Relation to Program Outcomes

The following competencies are strengthened in this course:

- 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 clinical 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 and/or Goals

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

- 1) Evaluate and understand appropriate techniques for the governing board and governance structures.
- 2) 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.
- 3) Understand the nature of professional work and the unique attributes of managing professional teams and organizations.
- 4) 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.
- 5) Be more familiar with their own leadership and behavior style and its implications for effective performance as health services executives.
- 6) Learn and understand the formal and informal decision making structures and power relationships in health care organizations.
- 7) Develop management strategies that take into account the power and influence of different professions.
- 8) Diagnose and improve the communication and coordination challenges facing a health services organization.
- 9) Demonstrate sensitivity and understanding of varied cultural, ethnic, socioeconomic backgrounds of individuals.
- 10) Effectively manage the complexities of interdepartmental and inter-organizational relations in and among health services organizations.
- 11) Describe how to build a learning organization through changes in structure, tasks, information sharing, strategy, and culture.
- 12) Recognize and effectively deal with planned and unplanned change in organizations.
- 13) Identify and be able to evaluate the functions, structure and performance measures of excellent health care organizations.

Instructional Methods

The course is provided online using video lecture, readings, discussions, case studies, and other assessments. The course is housed in UF e-Learning in Canvas.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

As shown in the schedule that follows, each week's lecture has assigned textbook chapter as well as article readings. The required article readings have been posted to the Canvas website as part of each week's module. These are designed to round out the topic of discussion for the week and should be used to generate discussion in your discussion boards. Note that the article readings ARE subject to change throughout the semester as a measure of keeping the information in this course as current as possible. If these change, you will be advised via a message in Canvas. It is your responsibility to make sure that you are verifying the currency of each week's readings.

Week	Date(s)	Topic(s)	Readings	Due
1	Jan. 4 – 7	Foundations of High Performing Healthcare Organizations	White & Griffith: Chapter 1, McClearney & Kovner: Foreward	Syllabus quiz
2	Jan. 8 – 14	Cultural Leadership	White & Griffith: Chapter 2, McAlearney & Kovner: p. xxiii – xlii, 3 – 7, Article: Browning	Discussion board 1: White & Griffith, p. 46, Q4; Discussion board 2: article sharing
3	Jan. 15 – 21	Operational Leadership	White & Griffith: Chapter 3, McAlearney & Kovner: p. 9 – 35, Article: Bruhn	Discussion board 1: McAlearney & Kovner, p. 76-77 (Case 4) ; Discussion board 2: article sharing
4	Jan. 22 – 28	Governance	White & Griffith: Chapter 4, Articles: Drucker, Hyashi	Discussion board 1: McClearney & Kovner, p. 145 (Case 7); Discussion board 2: article sharing
5	Jan. 29 – Feb. 4	Foundations of Clinical Performance	White & Griffith: Chapter 5; McAlearney & Kovner: p. 91 – 108, Article: Scott et al.	Discussion board 1: McAlearney & Kovner, p. 294 (Case 16); Discussion board 2: article sharing
6	Feb. 5 – 11	The Clinical Staff Organization	White & Griffith: Chapter 6; McAlearney & Kovner: p. 241 – 267, Article: Firth-Cozens	Discussion board 1: article sharing; Team assignment 1 due 2/5/2017 11:59 pm
7	Feb. 12 – 18	Nursing	White & Griffith: Chapter 7, Article: Takase et al.	Discussion board 1: McAlearney & Kovner, p. 295 – 298 (Case 20, Q1 & Q4); Discussion board 2: article sharing
8	Feb. 19 – 25	Clinical Support Services	White & Griffith: Chapter 8, Article: Granko et al.	Discussion board 1: McAlearney & Kovner: p. 229 – 232 (Case 13, Q2, Q3, & Q5); Discussion board 2: article sharing; Individual paper due 2/24/2017 11:59 pm
9	Feb. 26 – Mar. 4	Population Health	White & Griffith: Chapter 9, Articles: Gant & Greene, Wright et al.	Discussion board 1: White & Griffith, p. 282, Q2; Discussion board 2: article sharing
10	Mar. 5 – 11	Spring Break		
11	Mar. 12 – 18	Knowledge Management	White & Griffith: Chapter 10, Article: Guillemette & Pare	Discussion board 1: McAlearney & Kovner, p. 156 – 162 (Case 11, Q1 & Q5); Discussion board 2: article sharing
12	Mar. 19 – 25	Human Resources	White & Griffith: Chapter 11, Articles: Stowe et al., Pferrer	Discussion board 1: McAlearney & Kovner, p. 236 – 237 (Case 15, Q1 & Q2); Discussion board 2: article sharing
13	Mar. 26 – Apr. 1	Environment of Care	White & Griffith: Chapter 12, Articles: Hoadley et al., Edum-Fotwe et al.	Discussion board 1: White & Griffith, p. 382, Q3; Discussion board 2: article sharing
14	Apr. 2 – 8	Financial Management	White & Griffith: Chapter 13	Discussion board 1: McAlearney & Kovner, p. 348 – 350 (Case 23, Q1 & Q2)
15	Apr. 9 – 15	Internal Consulting	White & Griffith: Chapter 14, Article: Trotter	Discussion board 1: article sharing; Team assignment 2 due 4/9/2017 11:59 pm
16	Apr. 16 – 22	Marketing and Strategy	White & Griffith: Chapter 15, McAlearney & Kovner: p. 301 – 321, Article: Zuckerman et al.	Discussion board 1: article sharing
17	Apr. 23 – 29	Finals		Final Group Project due 4/23/2017 11:59 pm

Course Materials and Technology

Course Texts:

1. Griffith, JR and White, KR. 2015. *The Well-Managed Healthcare Organization*. 8th Edition. Health Administration Press: Chicago, IL.
2. Kovner, AR, McAlearney, AS, Neuhauser, D. 2013. *Health Services Management: Cases, Readings, and Commentary*. 10th Ed. Health Administration Press: Chicago, IL.
3. Additional readings are available on the course's website: <https://lss.at.ufl.edu/>

Information on Student Computing requirements can be found here:

<http://studentlife.online.mph.ufl.edu/elearning-support/e-learning/e-learning-in-canvas-technical-requirements/>

For technical support for course materials, activities and assessments, please contact the Instructional Designer for Public Health Programs, Truly Hardemon, MEd, at hardemont@ufl.edu

For technical support for this class, 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

Discussion Boards Student Participation (10%)

Each lecture will have a two dedicated discussion boards to discuss the assigned article readings and case studies. Each article sharing discussion board will be assigned a discussion lead (see the next section on Discussion Week Lead Role for specifics). Note, if you are the article sharing discussion post leader(s), you will create new posts; all other students will reply to the original post by the discussion lead(s). Each case study discussion board will be for open discussion among all members of the class.

These activities will be posted within the Discussion Board element in your Canvas course site. Remarks that do not add to the conversation will not be given credit. Meaningful, substantive and insightful participation is expected, and examples from work experience are highly valued. If you post thought provoking, topical postings (in other words substantive postings, not simply "I agree with what has been stated") you will receive full points.

Discussion Week Lead Role (10%)

Each student will be assigned to lead and facilitate discussion with the class for a specific week's article reading(s). In this role, the discussion leader(s) is required to provide a summary of the article during the assigned week. The discussion leader(s) is also expected to build on the article from current research, the news, or work related examples. The discussion leader(s) is also responsible for posting four questions related to the article to stimulate and lead the discussion. Finally, the discussion leader(s) should continue to be involved in the weekly discussion by posting replies to their classmate's answers.

All Papers –Formatting

Please use APA 6th Edition for formatting of paper assignments. Purdueowl.org is a great resource to learn about APA format if you are not familiar.

Mid-term Paper (20%) Individual Assignment. – APA format

In lieu of a mid-term exam, you will write a business case style paper which reflects on what you have learned thus far in the semester. Your material should not exceed 5 pages (excluding title page, executive summary, and references), double-spaced, 1 inch margins, 12 point font. Include references from at least five professional, peer reviewed journals, and the articles must have been published after the year 2000. Use APA style formatting for your in-text citations and list of references.

The source reading for this paper will be the from the Case study textbook (McAlearney and Kovner) p. 9-35.

Prepare a written argument to convince the governing board of a large academic medical institution to implement evidence-based management at the organization. Your argument should explore the options of using evidence-based management against keeping things “as is” to allow these busy decision makers to select the option that best serves the healthcare organization. Include the following items in your business case materials and use subsection headers for each.

1. **Executive Summary:** Include the problem(s) that your proposal of implementing evidence-based management is intended to solve, the major considerations, the resources required, the desired outcome, and the predicted return on investment.
2. **Problem Statement:** Detail the problem(s) that your proposal of implementing evidence-based management is intended to solve. Identify the area or areas where there are issues that need to be addressed, such as inefficiencies, missed opportunities, unacceptable market performance, or unfavorable consumer response.
3. **Project Description:** Provide the overall information conveying what the proposal for evidence-based management will do, including a description of what evidence-based management is. Also, highlight customers and stakeholders that interface with your proposal’s activities.
4. **High-Level Business Impact:** Outline, at a high-level, what business functions/processes may be impacted by your proposal for evidence-based management, and how, for it to be successfully implemented.
5. **Alternatives and Analysis:** Compare evidence-based management against the option of keeping things “as-is”. Include a detailed alternative analysis that contains information such as: initial and ongoing costs, return on investment, and other financial considerations. Consider not only the requirements for additional hardware and software, but also additional resource requirements, staffing, training, other expenditures, etc.
6. **Preferred Solution:** Identify evidence-based management as the preferred solution and discuss an action plan for implementation in your organization.

Two Group Written Assignments (30%) – APA Format

Each assignment is worth 15% of your final grade. Assignments will be due on Sunday evenings by 11:59 pm on the due date specified on the syllabus calendar. You will work together in teams of three or four individuals. Teams will be given a Canvas Group to facilitate team meetings, but your team may elect to use other means of communication such as Skype, phone, in person, Drop-box, etc.

Your Introduction section should be limited to 500 words or less, and your Conclusions section should be limited to 500 words or less. In total, for Team Assignment 1, the word count limit is 5000 words or less; for Team Assignment 2, it is 7000 words or less. Word count limits do not include the title page or references. Excess material will be discarded without review if the limit is exceeded. You should not respond to the case question by question; instead, use the questions given in the case to guide the content for each subsection mentioned in the assignment guidelines (available in Canvas). The art of the case study is an efficient consolidation of the information given: recognize the questions given in the case, use the introduction and conclusion as you would in any paper, and address the specifics raised in the guidelines to complete the assignment.

Written assignments are due as an attached Word document using the assignment tool in Canvas. Please include the following information on the document: your names, course title, date, assignment title and number, team number (professor will assign teams) 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 in Canvas for plagiarism checking. Please be sure to properly cite your work as needed. Please also note that students in your group will be evaluating your contribution and work, and these evaluations will have a direct impact on your final grade for these assignments (please see the evaluation form posted in Canvas).

Final Group Project (30%) – APA Format

You will work together in the same teams of three or four individuals. Teams will be given a Canvas Group to facilitate team meetings, but your team may elect to use other means of communication such as Skype, phone, in person, Drop-box, etc. Your Introduction section should be limited to 500 words or less, and your Conclusions section should be limited to 500 words or less. In total, for the Final Group Project, the word count limit is 7000 words or less. Word count limits do not include the title page or references. Excess material will be discarded without review if the limit is exceeded. You should not respond to the case question by question; instead, use the questions given in the case to guide the content for each subsection mentioned in the assignment guidelines (available in Canvas). The art of the case study is an efficient consolidation of the information given: recognize the questions given in the case, use the introduction and conclusion as you would in any paper, and address the specifics raised in the guidelines to complete the assignment.

Written assignments are due as an attached Word document using the assignment tool in Canvas. Please include the following information on the document: your names, course title, date, assignment title and number, and team number (professor will assign teams). 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 in Canvas for plagiarism checking. Please be sure to properly cite your work as needed. Please also note that students in your group will be evaluating your contribution and work, and these evaluations will have a direct impact on your final project grade (please see the evaluation form posted in Canvas).

Purpose of the Group Case Assignments

Each case assignment provides the “real-world” experience of working in a team to successfully determine solutions to complex problems. In addition, these assignments are health care-specific and represent situations 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 team members 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?

Each 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.

Grading

Requirement	Due date	Points or % of final grade
Discussion Boards Student Participation	See course schedule	10%
Discussion Week Lead Role	See course schedule	10%
Midterm Paper: Individual Assignment	See course schedule	20%
Two Group Written Assignments	See course schedule	30%
Final Group Project	See course schedule	30%

Point system used:

Points earned	95 or more	90-94.9	87-89.9	83-86.9	80-82.9	77-79.9	73-76.9	70-72.9	67-69.9	63-66.9	60-62.9	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. In addition, the Bachelor of Health Science Program does not use C- grades.

Letter grade to grade point conversions are listed below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

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>

Policy Related to Late Submissions

If you will not be turning in your assignment on the day it is due, contact the professor 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) per day for Discussion Boards. 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.)

Policy Related to Make Up Exams or Other Work

Please note: 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 me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

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. 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

Information regarding course etiquette can be found here: <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/netiquette/>

Communication Guidelines

When to contact the UF Computing Help Desk: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to/when-to-contact-the-uf-computing-helpdesk/>

When to post to the support discussions: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to/when-to-post-to-a-support-discussions/>

When to send e-mail to the instructor: <http://studentlife.online.mph.ufl.edu/e-learning-support/when-to/when-to-send-e-mail-to-the-instructor/>

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.
