

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6115: Introduction to Management of Healthcare Services Organizations
Fall 2018 (3 Credits)
Delivery Format: In Class
UF e-Learning: <http://elearning.ufl.edu/>

Instructor Name: Ara Jo, PhD
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Office Hours: By Appointment

Class schedule: 8:30am-11:30pm (Period 2-4) on every Thursday
Class room: HPNP 1101

Teaching Assistant: Samantha Larson, MPH
Room Number: HPNP 3121
Email Address: samantha.larson@ufl.edu
Office Hours: By Appointment

Preferred Communication: Direct email.

Email Policy: Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend. Outlook email is a safer means of communication than the email function within Canvas.

Prerequisites

None.

PURPOSE AND OUTCOME

Course Overview

This course is an introduction to the management of Healthcare Services Organizations (HSOs). 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.

Course Objectives and/or Goals

Upon completion of the course, students are expected to be able to,

1. Understand the key principles of management.
2. Discuss the current healthcare environment in which health services organizations operate.
2. Distinguish between the core functions of healthcare management, including strategy, marketing, controlling and organizational design.
3. Clarify distinctions between leadership and management.
4. Accept the value of the application of Emotional Intelligence principles to professional success.
5. Break down and describe the interrelationships between the fundamental departments of health services organizations and their contribution to organizational mission

Instructional Methods

Readings, lectures, and case studies are the primary learning tools. The benefits that you receive from this course are directly related to your class preparation and participation---in other words, to the effort that you put into the course.

Competencies

This course is designed to provide fundamental knowledge of management of diverse health services organizations.

Tasks	MHA Competencies	MPH competencies
Exams, lectures	<p>Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations</p> <p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public</p>	<p>6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</p> <p>10. Explain basic principles and tools of budget and resource management</p>
9 Case studies	<p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p> <p>Apply effective and appropriate oral and written communication vehicles</p> <p>Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results</p> <p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public</p>	<p>4. Interpret results of data analysis for public health research, policy or practice</p> <p>12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</p> <p>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making</p> <p>18. Select communication strategies for different audiences and sectors</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>
Topic Briefs	<p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p> <p>Apply effective and appropriate oral and written communication vehicles</p>	<p>4. Interpret results of data analysis for public health research, policy or practice</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>
Self-Management	<p>Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services</p> <p>Apply effective and appropriate oral and written communication vehicles</p>	<p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>

DESCRIPTION OF COURSE CONTENT

Course Schedule

(Textbook A: Managing HSOs and Systems, B: Cases in Health Services Management)

Week	Date	Topic(s)	Text Chapter
1	8/23	Introduction and Course Overview <ul style="list-style-type: none"> ▪ Ice-breaking ▪ Team Selection 	-
2	8/30	Communication US Health Care System	A: Ch.14, 4
3	9/6	Types and Structures Topic Briefs: Accountable Care Organizations (ACOs) Case Study 1: Autumm Park	A: Ch.2 B: Ch.25
4	9/13	The Practice of Management in HSOs and Leadership Topic Briefs: A role of HSOs managers & Professionalism Case Study 2: Pediatric Dental Care Center	A: Ch.5, 13 B: Ch. 18
5	9/20	Controlling and Allocating Resources Topic Briefs: Shared Decision Making Case Study 3: Service Area Management	A: Ch.11 B: Ch. 10
6	9/27	Mid-Term	-
7	10/4	<i>No Class (FHA Meeting at Orlando)</i>	-
8	10/11	Problem Solving and Decision Making Guest Speaker: TBD Case Study 7: District Hospital: A Lesson in Governance	A: Ch.6 B: Ch. 15
9	10/18	The Quality Imperative (CQI) Topic Briefs: MACRA Topic Briefs: Patient-Centered Medical Homes(PCMH) Case Study 4: Carilion Clinic	A: Ch.7, 8 B: Ch. 1
10	10/25	Strategizing Topic Briefs: CVS and Aetna merger Case Study 5: Bad Image Radiology Department	A: Ch.9 B: Ch. 13
11	11/1	Marketing Topic Briefs: Medicare/Medicaid Anti-Kickback Statute and Federal Stark Laws Case Study 6: Western Health Care System	A: Ch.10 B: Ch.11
12	11/8	<i>No Class (NAPCRG conference)</i>	-

Week	Date	Topic(s)	Text Chapter
13	11/15	Ethical and Legal Environment Topic Briefs: HIPAA, Confidentiality and Security in Health Organizations Case Study 8: Pineridge Quality Alliance	A: Ch.4 B: Ch.4
14	11/22	<i>No Class (Thanksgiving)</i>	-
15	11/29	Case study: Ethics Incidents Final Review	B: Ch.29
16	12/6	Final Exam	

Course Materials

Required Materials

- Longest, BB and Darr, K. 2014. **Managing Health Services Organizations and Systems**. 6th Edition. Health Professions Press: Baltimore, MD.
- Darr K, Farnsworth TJ, Myrtle RC. 2017. **Cases in Health Services Management**. 6th Edition. Health Professions Press: Baltimore, MD

Additional readings used for lectures will be posting on Canvas
Lecture Slides used for lectures will be posting on Canvas a week before the class.

Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

Technical Requirements: Browser requirements may change; please consult <https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

For **technical support for the course eLearning site, activities, and assessments**, please contact: Truly Hardemon, MEd
Room Number: HPNP 4173 Phone Number: 352-273-5822
Email Address: hardemont@ufl.edu
Office Hours: Monday – Friday, 8:00 AM to 5:00 PM EST.

For **other technical support** for this class, please contact the UF Help Desk at:

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

ACADEMIC REQUIREMENTS AND GRADING

Exam

This course has two exams: mid-term and final. Exam dates are given on the course schedule. Exams covers the course materials including lectures and textbooks. The final exam is not cumulative.

Assignments

1. Self-Management

The self-management exercises are short responses to professional development type tips and actions. The intention is that the student will have a professional development type portfolio to draw upon as they evaluate first job opportunities.

- a. Format of submitted documents
 - i. Will be informal and often without structure.
 - ii. Should be up to 1-page in length, single/double spaced, 1-inch margins and 12-point Arial font.
- b. Rubric
 - i. 5 pts: Address your points clearly
 - ii. **Submit both the document via Canvas by every Tuesday (5pm)**

2. Team Case Reports/ Presentation

- a. There will be 9 cases that are assigned throughout the semester. Every team will have the opportunity to present two cases (case study of each topic and one case in ethics) and lead/answer group discussion. Other teams that are not presenting will prepare at least 2 discussion questions relevant to the case. This will also help facilitate a discussion on the case.
- b. Format
 - i. Presentation Group
 1. Presentation should be delivered via powerpoint slides for 20 minutes.
 2. Q&A time will be up to 10 minutes
 3. Format: The case study document should be up to 4 pages in length (excluding reference/tables/figures), single/double spaced, 1-inch margins and 12-point Arial font.
 4. **Submit both the document and powerpoint slides via Canvas by Tuesday (5pm) of the week of presentation.**
 - ii. Participating Groups
 1. Prepare at least 2 discussion questions and ask to a presentation group after the presentation
 2. Submit a paper with questions, responses and critiques on Canvas by Friday (5pm) of the week of presentation.
 3. Format: should be up to 1-pages in length, single/double spaced, 1-inch margins and 12-point Arial font.
 4. **Submit response paper via Canvas by Friday (5pm) of the week of presentation**
- c. Rubric
 - i. Presentation group (2 presentations * 10 points of each presentation=20 pts)
 1. Summary (2.5 pts): Summarize the case clearly
 2. Analysis (2.5 pts): As a healthcare organization's manager, apply a systematic, analytical approach to assess the facts of a case.
 3. Response/Solutions (2.5 pts): Respond to discussion questions given in the case study and propose tentative alternative and feasible solutions with robust rationale.

4. Attitude (2.5 pts): Be professional and respectful during the presentation and discussion with peers.
- ii. Participating group (7 responses, 10 pts in total, NO response paper for ethics cases)
 1. Response: Summarize the responses of your group questions
 2. Critique: Critique responses of the presentation group.

3. Topic Briefs

- a. Groups will be given a specific topic each week. The topic should be relevant to the management of healthcare services organizations. The objective of this exercise is to help develop synthesizing information on a critical topic and presenting information in a clear and succinct manner.
- b. You are asked to respond as follows
 - i. Background/Summary (5pts): Inform the reader of the topic with the relevant information. Clarify the importance of this topic particularly to the readers.
 - ii. Impact (5pts): What is the potential impact of this topic to the reader and the health care organizations? Think about the operations of a group practice.
 - iii. Conclusion/Recommendations (5pts): Conclude your viewpoint with alternative strategies or suggestions.
- c. Format
 - i. Should be up to 2 pages in length (excluding tables/figures/references), single/double spaced, 1-inch margins and 12-point Arial font.
 - ii. Presentation should be up to 15 minutes and 10+ minutes for discussion
 - iii. **Submit both paper and presentation slides via Canvas by Tuesday (5pm) of the week of presentation.**

4. Peer Assessment

- a. There will be two assessments of peer group performance. Both will be included in your final grade.

Grading

Final grades will reflect your performance in these areas:

Requirement		Number of Points
Exams	Mid-term	20
	Final	20
Assignments	Self-Management	5
	Team Case Reports/ Presentation	30
	Topic Briefs	15
	Peer Assessment	10
Participation	Extra Points (Max 5 points)	-
Total points		100

Participation: Extra points

Students are expected to engage to the class actively. There will be some chances to earn extra point. First, share your experiences or thoughts about a topic during the class. Second, present extra concepts, theories or information out of the textbook to benefit classmates.

Here are the **approximate** point score to letter grade translations:

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60.99
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

- There will be no rounding up for grade increments, for example a 92.99 is an A-
- Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science Program does not use C- grades.

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>

Finally, note that the assignment of letter grades will be influenced by the overall performance of the class. In other words, a rising tide lifts all boats.

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 me 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.

Excused absences must be consistent with university policies in the Graduate Catalog

(<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

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

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to arrive for class on time, and be prepared and ready to participate in class discussions. Professional behavior is expected at all times. Utilization of electronic devices, particularly a cell phone, should be limited and only for support of learning environment.

Communication Guideline

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> 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

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 the Alachua County Crisis Center:
(352) 264-6789 or

<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.
