

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**Course Number: HAS 6177 Healthcare Finance (3)**  
**Semester: Fall 2018**  
**Delivery Format: On-Canvas**

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### **Prerequisites**

This course follows the MHA core, students are expected to have a basic understanding of the health services system, organizations, and management (HSA 6114 and 6115); health economics and the insurance system (HSA 6436 and 6126); healthcare finance fundamentals (HSA 5174); and statistical methods and operations management (PHC 6050 and HSA 6196). In addition, students are expected to have graduate level competencies in PowerPoint, Excel, and report writing.

### **PURPOSE AND OUTCOME**

#### **Course Overview**

This course focuses on the application of finance (accounting and financial management) theory, principles, and concepts to healthcare organizations.

#### **Relation to Program Outcomes**

This course is designed to provide students with the financial tools needed by healthcare managers to make better financial, strategic, and operational decisions.

#### **Instructional Methods**

Active class participation centered around group/team case studies. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

To accomplish this, you are expected to actively engage in the course throughout the semester, utilizing your experience, and judgement to challenge the class and improve your understanding of a wide range of common business problems.

### Course Objectives and/or Goals

<b>Course Objective</b> Upon successful completion of this course, students will be able to:	<b>Assessment (Case Number)</b>	<b>PC #</b>	<b>Program Competency (PC)</b>
Evaluate outsourcing opportunities and select the proper course of action	22	BAT-2	Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations.
Assess an organization's financial performance	1		
Formulate and defend pay for performance programs	11		
Assess capital investment proposals	20		
Evaluate and choose between lease and conventional financing	17		
Evaluate revenue cycle effectiveness and recommend improvements	30	BAT-3	Evaluate clinical and organizational performance using statistical and operations management techniques and procedures.
Evaluate the financial impact of using physician extenders and propose appropriate utilization	26		
Apply spreadsheet modeling skills	All		
Apply marginal cost pricing concepts	9	BAT-4	Apply general and health economics concepts to the analyses of pricing, service demand, and risk.
Perform breakeven analysis and propose a course of action	6		
Analyze the financial attractiveness of a joint venture proposal and revise as necessary	24	HOP-1	Propose, develop, and implement strategic approaches based on statistical and quantitative evaluations of clinical, financial, and organizational performance.
Build on team strengths and weaknesses to perform up to highest potential	All	LP-2	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.
Apply oral communication skills	All Presentations	LP-3	Apply effective and appropriate oral and written and communications vehicles.
Apply written communication skills	All Write-ups		
Recognize and properly respond to finance-related ethical issues	Ethic Case Presentation	LP-6	Model professional values and ethics.

**DESCRIPTION OF COURSE CONTENT: Course Schedule/Topic Overview**

Week	Date(s)	Topic(s)	Readings
1	Aug 22	Introduction – Baseline Information for course	
2	29	<b>Round robin – all groups present an Excel case</b>	
3	Sept 5	Financial Planning/Budgeting – Guest Speaker	
4	12	Case 6 – Tulsa Memorial Hospital	Break-Even Analysis
5	19	Case 11 - Orlando Family Physicians	Pay-for-Performance
6	26	Case 22 - NW Suburban Health	Outsourcing Decisions
7	Oct 3	No Class - FHA - Oct 18-20	
8	10	Case 24 - Beachside Health Partners	Joint Venture Analysis
9	17	Case 20 - Coral Bay Hospital	Traditional Project Analysis
10	24	<b>Round robin – all groups present an Ethic Case</b>	
11	31	Case 26 - Shasta Faculty Practice	Physician Extender Analysis
12	Nov 7	Case 30 - Milwaukee Regional Health System	Revenue Cycle Management
13	14	Case 1 - River Community Hospital (A)	Assessing Hospital Performance
14	21	Holiday: Thanksgiving	
15	28	Case 17 - Seattle Cancer Center	Leasing Decisions
16	Dec 5	Case 9 - Cambridge Transplant Center	Marginal Cost Pricing
17	12	Final Exam Week – No Class	

**Course Materials and Technology****Materials:**

Gapenski, *Cases in Healthcare Finance*, 5<sup>th</sup> Ed., AUPHA Press/Health Administration Press, 2014. (Required)

Gapenski, *Healthcare Finance: An Introduction to Accounting and Financial Management*, 5<sup>th</sup> Ed., 2012. (Recommended)

Gapenski and Pink, *Understanding Health Care Financial Management*, 6<sup>th</sup> Ed., AUPHA Press/Health Administration Press, 2011. (Optional for greater depth of financial management coverage)

**Technology – Presentation Software**

Professional presentations must have a professional appearance. Use of PowerPoint (or other presentation software) is mandatory. Note, however, that slides should not be used to present large amounts of data. Handouts are best for this purpose.

## Technology – Spreadsheet Software

All cases require spreadsheet analysis. However, a complete base case model with input values (colored red) set to zero is available to ease the modeling effort. When students replace the zeroed values with the appropriate input data, the model will automatically calculate the base case solution. The models provided **do not** contain any risk analyses or graphics (charts), and, in most cases, students will want to change or extend the analysis, so some modeling is typically required. Although spreadsheet analysis is an important element of this course, the primary emphasis should be, and is, on **financial decision-making**.

Case models are obtained from the Health Administration Press website at [www.ache.org/books/financecases5](http://www.ache.org/books/financecases5). Then click on **Student Spreadsheets** and the case numbers will appear.

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

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

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

There are 5 ethic cases, 10 healthcare finance cases and 5 excel problems/skills utilized in this course. Students will be divided into 5 teams of 4-5 students each. Each team will be assigned to present one ethic case, two healthcare finance cases and one of the excel problem/skills. Presenting teams will submit their PowerPoint presentation and are **not required** to produce separate written reports.

Each non-presenting team will prepare a **written report** on each of the healthcare finance cases, so each team will prepare 10 written reports. For more information on working cases, see the *Preface for Students* in the assigned casebook. Also, note that the cases are designed specifically to complement the textbook material, so **do not try to work the cases without first reading (and understanding) the applicable text chapter(s)**.

### Finance Case Presentations

Each team presentation should last about 30 minutes, excluding discussion. Presenting teams should assume that their audience is the firm's board of directors (or trustees), and that the **presentation goal is to recommend a course of action for board approval**. Presentations should be of high quality and should **not** assume that board members are familiar with the particular decision methodology being used, **so presentations should be very tutorial in nature (unlike most actual board presentations)**.

Presentations must be logically organized. One possibility is as follows:

- **Introduction/Executive Summary** (background, goals, approach, and recommendations),
- **Analysis** (*quantitative* and *qualitative* analyses including risk and alternative courses of action analyses),
- **Conclusions** (what did the team learn from the analyses), and
- **Recommendations** (what are the recommendations to the board). An excellent analysis is **not** sufficient to obtain a high grade. Presenting teams must "sell" their results, which requires a logical progression of relevant coherent information that fully reveals the rationale behind the final recommendation(s).

### ***Finance Case Written Reports***

Teams that do not present will prepare **written reports**. Non-presenting team analyses are **not** expected to have the same depth and breadth as presenting teams. (Note the weights in the Grading section.)

Written reports should follow the same general structure as the presentations but have less detail. Reports usually consist of about 6-10 pages of typed text plus supporting exhibits (usually spreadsheet printouts). Include only a **very short** (one paragraph) introduction--do not fill the first page (or more) with boilerplate from the case! It is safe for you to assume that the instructor is familiar with this material.

Preferably, all reports and presentations are due by 8PM on the day prior to the class discussion, but in no event should the report be submitted later than 10:40 AM on the day of the class. Reports submitted late will automatically lose a full letter grade.

In addition to the written reports, non-presenting students will act as board members and ask pertinent, critical questions of the presenting team.

### ***Ethics & Excel Skill Case Presentations***

In addition to the finance cases, each team will be assigned one ethic case and one excel skill problem to present. The presentations should (1) introduce the issue, (2) provide suggestions for resolving the issue/problem, (3) lead the class discussion, and (4) conduct research to determine best practice. Typically, presentation should be approx. 20 minutes including Q&A and only a few slides are required.

### ***Individual and Team Participation***

The success of your team depends on the active participation of all team members. Furthermore, the value of any presentation is enhanced by audience participation. Thus, **students will be evaluated by their team peers** regarding the quality and quantity of participation. In addition, participation in class will be evaluated by the instructor.

### ***Grading***

<b>Requirement</b>	<b>Due date</b>	<b>Points or % of final grade (% must sum to 100%)</b>
<b>Team Healthcare Finance Case presentations (2)</b>	TBD	60 points (30 points/case)
<b>Team Healthcare Finance written analyses (8)</b>	TBD	80 points (10 points/case)
<b>Team ethics case presentation (1)</b>	TBD	15 points
<b>Team excel skill presentation (1)</b>	TBD	15 points
<b>Individual participation &amp; team evaluation*</b>	TBD	30 points
		200-point total

\* Individual participation & team evaluation points are a combination of class attendance, class participation, & group participation. These points are earned throughout the semester and cannot be earned based on a last-ditch effort.

**Example: Point score to letter grade translations**

Case Presentation & Participation scores	Ethic & Excel Cases	Written Case	Max Available Points, 200	Approx. %	Letter Grade	
>=28	14	9	>=186	93%	A	
>=26	13	8	>=180	90%	A	-
>=24	12	7	>=174	87%	B	+
>=22	11	6	>=166	83%	B	
>=20	10	5	>=160	80%	B	-
<20	<10	<5	<160		C	

The points earned for each assignment are shown with the approximate letter grade, however, **the total point accumulation** (earned by summing all available points including course participation points) **will determine the final grade**. Finally, note that the assignment of points can be influenced by effort of the group when compared with the effort and work product submitted by the other groups working on the same case/problem.

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.

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**

There are no formal exams in this course. All work represents group projects and is due as assigned.

**Policy Related to Required Class Attendance**

Students are expected to attend all classes unless extreme circumstances make attendance impossible. Any class absences must be approved by the instructor beforehand. Approvals will include the means by which a student will make up his or her absence.

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:

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

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.phphp.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, prepared and ready to participate in class discussions. Students are required to silence all cell phones and close all laptop computers during class unless they are to be used to support directed class activities.

### **Communication Guidelines**

All required reports and any email discussion should be submitted through canvas.

### **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, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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.

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)