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

HSA 6939: Capstone Seminar in Healthcare Administration
Syllabus: Spring 2019

Room: G-307 HPNP
Fridays - 9:35 a.m. – 12:35 p.m.

Instructor(s) Information

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Office Hours:

By Appointment

Course Communication

All general questions can be asked during the beginning of class. Private questions should be sent to walkwl@shands.ufl.edu

Required Text and Materials

None

Supplemental Text and Resources

Readings, case studies, grading rubrics, resources and presentation slides will be posted on the course website.

Additional Resources:

Previous MHA course resources, readings, and texts.

Course Description

The Capstone Course in Healthcare Administration is an integrative learning experience drawing on all disciplines and subject matters presented in the MHA program. It requires the students to work independently as a member of a team to complete a comprehensive and relevant business plan for a healthcare-related organization.

Course Objectives

Upon successful completion of this course, students will be able to transition classroom learning into practice through the application of knowledge, skills, and competencies by both leading and participating on an interdisciplinary team in a client organization to address a current healthcare project, process, or problem. Specifically, students will identify key issues through conducting quantitative and qualitative analyses and will work collaboratively to develop, propose, and present solutions that will improve organizational performance.

Students will be able to:

1.0 Manage stakeholder expectations, project/process analysis and planning, and solution recommendations for a healthcare partner's project or business opportunity:
    1.1 Identify the key stakeholders and their relationships within both the formal and informal power structures within their respective organizations
    1.2 Synthesize the feedback provided into a concise project statement

2.0 Conduct quantitative and, potentially, qualitative analyses that identifies the opportunity and produces usable information for decision-making:
    2.1 Identify the appropriate questions and list of assumptions that will describe the business opportunity, the underlying assumptions, and any potential pitfalls
    2.2 Identify the correct pathway for information acquisition (quantitative, qualitative, mixed-methods) and the appropriate sources of information
    2.3 Collect qualitative and quantitative data using appropriately identified instruments and methods for the healthcare environment; utilize the data to underscore the team's business recommendations
    2.4 Compare and contrast multiple qualitative and/or quantitative data sets to substantiate the business recommendations
    2.5 Utilize the quantitative and/or qualitative data to develop a precise problem/opportunity statement that lists the problem/opportunity, key objectives and issues critical for the project's success

3.0 Formulate a solution to an identified need within a healthcare organization that includes recommendation(s) for performance improvement:

    3.1 Characterize and classify the input of key stakeholders so that the business opportunity is comprehended by all impacted parties
    3.2 Interpret findings from an analysis of the current environment/process status so that collected data, system dynamics and key stakeholder input are acknowledged and assessed
    3.3 Prepare, produce, and establish the supporting documentation (quantitative and/or qualitative) that underscores the business recommendations
        3.3.1 Synthesize the organizational knowledge of the institutional strengths and weaknesses to support the business recommendations
    3.4 Prepare and report the final recommendations to the stakeholders (executive summary format)

4.0 Perform as a contributing member of an Interdisciplinary Health Project Team so that team interactions are productive and collaborations are the result of incorporating multiple perspectives:

4.1 Utilize verbal and non-verbal communications to foster a team-based rapport with all stakeholders

4.2 Adjust interactions given stakeholder characteristics to ensure that communications are effective

4.3 Appraise the strengths of Interdisciplinary Health Project Team members so that an efficient, productive division of effort can be devised and managed

Learning Objective	Learning Activity	Assessment
1.0	Large group presentation and discussion on project planning and formal/informal power structures and classroom exercise on identifying formal/informal power structures	In-class team-based project synopsis discussion
1.1	Large group presentation on identifying stakeholders and a case study/team-based analysis on identifying key stakeholders	In-class team-based project synopsis discussion
1.2	Team-based work and presentation of the project synopsis and impact analysis (identifying the key stakeholders)	Project work plan presentation
2.0	Develop probing/powerful questions that elucidate and highlight the business opportunity and the potential pitfalls	Classroom exercises and problem and questions presentation
2.1	Class-based/interactive discussion on identifying information sources in different healthcare settings	Classroom exercises and project work plan presentation
2.2	Large group presentation and discussion on qualitative and quantitative information	Classroom exercise, problem, and questions and project work plan presentations
2.3	Class-based discussion on using data to support your assertions	Project work plan and analysis presentations
2.4	Classroom exercise on identifying the problem with changing or unclear variables	Classroom exercise and final presentation
3.0	Interdisciplinary team and stakeholder meetings and facilitated class room discussions	Preceptor and course instructor evaluations
3.1	Classroom exercise on identifying and presenting the problem to diverse stakeholders (using informal power structures to promote versus hinder change efforts)	Classroom exercise and final presentation
3.2	Classroom exercise and peer presentations and feedback	Final presentation to peers (peer evaluations) and final presentation to stakeholders (preceptor evaluation)
3.3	Accumulation of the classroom activities, peer presentations and working with the identified project stakeholders	Recommendations, executive summary and final presentation
4.0	Leadership and followership classroom didactic and exercises (each team member will rotate as the meeting facilitator with the course instructor)	Biweekly project updates/presentations
4.1	Classroom exercises and presentations	Peer and instructor feedback
4.2	Team-based work and presentation of the final project	Preceptor evaluations and

			final presentation

Teaching Philosophy

My objective as an educator is to help learners understand the challenges, complexities, and responsibilities that are intrinsic within the healthcare industry and to equip them with the analytical tools and critical thinking skills required to excel in a rapidly evolving healthcare landscape. The classroom is intended to be an extension of the professional environments that learners will be working and through this framework new knowledge is created and enhanced through an open classroom exchange between all participants.

The capstone course is an interactive team learning experience with self-directed team-based work on a selected project. Each student is expected to spend 10-15 hours per week on this project and to modify schedules accordingly. The Fridays when the entire class does not convene will be dedicated to instructor/individual team meetings. If preferred, the instructor/individual team meetings can occur at a different time throughout the week. Note – each learner, on a rotating basis, will have the opportunity to prepare the meeting agenda and facilitate the discussion that will provide an update on the project and any obstacles/challenges encountered. During this meeting, all teammates are expected to attend, engage, and be part of the discussion.

Classroom time will focus on exercises and interactive discussions that will create a dynamic learning environment among learners and will enhance the final project. Learners are expected to be present and engaged in discussion and exercises.

Instructional Methods

The course uses a combination of team-based learning, classroom participation/discussion and project management of a comprehensive team project that is supervised by a practitioner/preceptor. Content experts and outside speakers may be invited to help enrich the learning experience.

Course Policies

Attendance – 100% attendance is expected. Sign-in sheets will be done at each class. Sign-in sheets will be pulled 15 minutes after the class begins. Planned absences for job interviews must be discussed in advance with instructor. Two absences are allowed during the semester. After two, attendance points will start to be deducted from the final grade. Make up assignments can be discussed with instructor, however, will be granted at instructor's discretion.

Participation – 100% participation is expected. Participation is expected both inside and outside of the classroom (team meetings; communication with preceptor; engaging in classroom discussions and case studies, etc.)

Team Meetings – each student, on a rotating basis, will prepare an agenda and facilitate team meetings with the instructor. The agenda will reflect at a minimum the project work completed to date, any obstacles encountered, team check-in, and lessons learned to date. All teammates are expected to be present at these meetings.

Quiz/Exam Policy – No quizzes or exams are required in this course.

Make-up Policy – Not applicable.

Assignment Policy – Only in extreme circumstances will the instructor accept late assignments. If the project team anticipates turning in an assignment late, this should be discussed in advance during the team/instructor meetings.

UF Policies

Academic Integrity (including cheating and use of copyrighted materials) - Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: **http://www.dso.ufl.edu/sccr/**). Cheating, lying, misrepresentation, 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.*

Behavioral Expectations -Students are expected to arrive for class on time, be prepared, and ready to actively participate in class discussions. Students are required to silence all cell phones and close all laptop computers during class unless requested otherwise.

Students with Disabilities - Students requesting classroom accommodation because of a disability must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student to 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 may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: http://www.counsel.ufl.edu/ or http://shcc.ufl.edu/ .

Crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789. 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.

Grading Policies

Assignment	Percentage of Grade	MHA Program Competencies
Capstone Project	70%	HEC-0, HEC-1, HOP-0, HOP-1, HOP-2, HOP-3, BAT-0, BAT-1, BAT-2, BAT-3, BAT-4, LP-0, LP-1, LP-2, LP-4
Meeting Facilitation	15%	HOP-4, BAT-1, LP-1, LP-2, LP-3
Class Participation & Peer Evaluations	5%	LP-3
Participation/Attendance	10%	ALL

Final Course Grading

93 – 100	= A
90 – 92	= A-
87 – 89	= B+
83 – 86	= B
80 – 82	= B-
75 – 79	= C+
70 – 74	= C
65 – 69	= C-

Grading Rubric for Capstone Project

Project Element	Description	% of Grade
Business Opportunity Statement (Project Overview)	Precise statement that defines the opportunity, the scope of the engagement, implications and the objectives/desired outcomes of the planning process	10%
Questions and Business Assumptions	Clear and concise questions derived from the problem statement that probes the root cause underlying the problem statement. Questions provide the framework for the work plan (data collection, literature review, etc.). The questions should include baseline data that validates root cause.	10%
Project Work Plan	A written work plan and presentation that outlines the who, what, and when and will include a critique on how the work plan supported or hindered the team's ability to organize and complete the assignment within the prescribed timeframe.	5%
Business Plan	The team integrates knowledge and skills acquired through all prior course and fieldwork during the program to complete the business plan for a healthcare client. There is literature to support the teams choice of analytical tools (quantitative, qualitative or mixed methods) and reflects in-depth knowledge of healthcare delivery, organization, management, and finance.	45%
Written Executive Summary	Incorporates all elements of the work product, including discussion of special considerations/challenges and recommendations. Please attach the analytical products developed (spreadsheets, qualitative coding, financial models, flow charts, etc.).	10%
Final Presentation	Communication skills in the organization and presentation of the findings/recommendations. Additionally, the ability to answer project-related questions will convey the depth of knowledge of the problem and will underscore the team's assertions.	10%
Preceptor Evaluation	Professional behavior, clear and respectful communication, and critical thinking. The instruction will periodically	10%

	communicate with your preceptors throughout the semester to make sure things are progressing in a positive direction	
	Total	**100%**

Course Schedule*

Week	Date	Activities	Deliverables
Week 1	1/11/19	• *GatorHealthcare Forum – regular class will be rescheduled to a different time.*	
Week 2 – Individual Team Meetings	1/18/19		•
Week 3 – Project Work Week	1/25/19	• Written Project Overview (What and Why) presentation/discussion • Draft work plan (who, what, when) • Team Discussion •	• "Team Agenda • Project Overview • Draft Work Plan • Plan for upcoming two weeks
Week 4	2/1/19	• Current Events Discussion • Guest Speakers:	
Week 5 – Individual Team Meetings	2/15/19	• Project updates • Project – market and demand analysis discussion • Challenging the original assumptions discussion	• Team Agenda • Supporting documentation for the "demand" discussion
Week 6	2/22/19	• Current events discussion: HR and Managing the Workplace • Case Study Presentation: Understanding Corporate Policy/Procedure	
Week 7	3/1/19	• Project updates • Team updates • Obstacles and accomplishments	• Team Agenda – including: Business Plan Update, Challenges and Accomplishments, Team Dynamics Discussion
Week 8 – Individual Team Meetings	3/8/19	Case study and group discussion	
Week 10	3/15/19	• Project Updates/Meeting	
Week 11	*3/22/19*	*SPRING BREAK – NO CLASS*	

Week 11	3/29/19	• Case study and group discussion	
Week 11 – Individual Team Meetings	4/5/19	• Preparing for the final presentation • Executive summary format • Project updates and communication plan	• Team Agenda – including: Executive Summary Discussion and Presentation Discussion
Week 15	**4/12/19**	**TBA- ACHE Week**	• **TBA**
Week 14 – Final Presentations – Group Two	**4/19/19**	• Project presentations • Peer Feedback • Guest Feedback	• Presentation slides • Executive Summary • Business Plan
Week 13 – Final presentations – Group One	**4/26/19**	• Project presentations • Peer feedback • Guest feedback • Team wrap-up discussions • Reflection and lessons learned • Key takeaways on project management, team management, stakeholder engagement and communication • How to improve the course?	• Presentation slides • Executive Summary • Business Plan • Reflection Summary • Class Evaluation • Peer Evaluation

*This syllabus represents my current plans and objectives for this course. However, as we go through the semester, those plans may change, as necessary, to enhance the learning and exchange of information. Any/all changes will be communicated and discussed with the class prior to occurring. Email will be my primary communication outside of the classroom; it is imperative that you read emails and respond when necessary—just as you would be expected to do in a real-life working environment.

Draft Business Plan Outline

Table of Contents

I.   Introduction
        A.   Problem or Opportunity Statement

II.   Background
        A.   Project Description
        B.   Objectives
        C.   Key success factors

III.   Methods
        A.   Data collection process
        B.   Workflow evaluations
        C.   Interviews
        D.   External resources
        E.   Ideas for improvement
                1.   Outcomes
                2.   Process
                3.   Balancing measures

IV.   Data collection
        A.   What information did you collect
        B.   Examples of the measures you observed and/or measures
        C.   Display the data

V.   Analysis and discussion
        A.   What can you say about your data?
        B.   Discuss the meaning of your data as it relates to your problem or opportunity statement
        C.   Explain what the data means
        D.   What do your results tell you about your problem or opportunity?
        E.   Discuss the potential errors or weakness with the data you collected
                1. Inaccuracies, misinterpretations, biases

VI.   Conclusions and recommendations
        A. What are your conclusions?
        B. How did you address the problem or opportunity based on your interpretations from your analysis and discussion section?
        C. Support or refute any hypotheses based on your interpretations
        D. What future work could be done to implement and/or expand your proposed solution?
        E. Who can you acknowledge for helping you complete your project?