University of Florida
College of Public Health & Health Professions Syllabus
HSA 6115: Introduction to Management of Healthcare Services Organizations
Fall 2019 (3 Credits)
Delivery Format: In Class
UF e-Learning: http://elearning.ufl.edu/

Instructor Name: Ara Jo, PhD
Office: HPNP 3116
Phone Number: (352) 273-6539
Email Address: ara13j@phhp.ufl.edu
Office Hours: By Appointment

Class schedule: 8:30am-11:30pm (Period 2-4) on every Thursday
Class room: Communicore CG-22

Teaching Assistant: Xie Zhigang
Room Number: HPNP 3121
Email Address: xiezhigang@ufl.edu
Office Hours: By Appointment

Preferred Communication: Direct email via UF Webmail.
Email Policy: Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend.

Prerequisites
None.

PURPOSE AND OUTCOME

Course Overview
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	Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public	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 10. Explain basic principles and tools of budget and resource management
9 Case studies	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment Apply effective and appropriate oral and written communication vehicles 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 Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public	4. Interpret results of data analysis for public health research, policy or practice 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making 18. Select communication strategies for different audiences and sectors 19. Communicate audience-appropriate public health content, both in writing and through oral presentation
Topic Briefs	Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment Apply effective and appropriate oral and written communication vehicles	4. Interpret results of data analysis for public health research, policy or practice 19. Communicate audience-appropriate public health content, both in writing and through oral presentation
Self-Management	Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services Apply effective and appropriate oral and written communication vehicles	19. Communicate audience-appropriate public health content, both in writing and through oral presentation

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	8/22	**Introduction and Course Overview** ▪ Ice-breaking ▪ Team Selection	-
2	8/29	**Communication and Professionalism**	A: Ch.13, 14
3	9/5	**Types and Structures** Topic Briefs: Professionalism in Healthcare Organization Case Study 1: Autumm Park	A: Ch.2 B: Ch.25
4	9/12	**The Practice of Management in HSOs and Outcomes** Topic Briefs: Accountable Care Organizations (ACOs) Case Study 2: Pediatric Dental Care Center	A: Ch.5 B: Ch. 18
5	9/19	**Controlling and Allocating Resources** Topic Briefs: Shared Decision Making Case Study 3: Service Area Management	A: Ch.11 B: Ch. 10
6	9/26	<mark>**Mid-Term**</mark>	-
7	10/3	**Strategizing** Topic Briefs: CVS and Aetna merger Case Study 6: Bad Image Radiology Department	A: Ch.9 B: Ch. 13
8	10/10	**Guest Lecture: TBD Problem Solving and Decision Making** Topic Briefs: MACRA Case Study 4: District Hospital: A Lesson in Governance	A: Ch.6 B: Ch. 15
9	10/17	**Quality Improvement** Topic Briefs: Patient-Reported Outcomes (PROs) and Patient-Experience Outcomes (PREs) Case Study 5: Carilion Clinic	A: Ch.7, 8 B: Ch. 1
10	10/24	*No Class (FHA Meeting at Orlando)*	-
11	10/31	**Marketing** Topic Briefs: Medicare/Medicaid Anti-Kickback Statute and Federal Stark Laws Case Study 7: Western Health Care System	A: Ch.10 B: Ch.11
12	11/7	**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

Week	Date	Topic(s)	Text Chapter
13	11/14	Case study: Ethics Incidents Final Review	B: Ch.29
14	11/21	*No Class (NAPCRG conference)*	-
15	11/28	*No Class (Thanksgiving)*	-
16	12/11	**Final Exam**	

Course Materials

Textbooks

> ➤ [RECOMMENDED] Longest, BB and Darr, K. 2014. **Managing Health Services Organizations and Systems**. 6th Edition. Health Professions Press: Baltimore, MD.
> ➤ [REQUIRED] 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 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 online exams: mid-term and final. The exams will be open on Canvas and those will use HonorLock proctoring system. Try practice exam before the actual exam. Exam dates are given on the course schedule. Exams covers the course materials including lectures and topic briefs. The final exam is not cumulative.

Assignments

1. **Self-Management** (5pts)
    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 spaced, 1-inch margins and 12-point Arial font.
    b. Rubric
        i. 5 pts: Address your points clearly and put effort when writing. Little effort will be graded with penalty of 0.5 point.
        ii. Extra page and late submission: reduce 0.5 point
        iii. **Submit both the document via Canvas by every Tuesday (5pm)**

2. **Team Case Reports/ Presentation (30 pts)**
    a. There will be 9 cases that are assigned throughout the semester. All teams will present two cases (first case from management and second case from ethics) and lead/answer group discussion. Audience groups that are not presenting will ask at least 2 discussion questions relevant to the case or the presentation.
    b. Format
        i. Presentation Group
            1. Presentation should be delivered via powerpoint slides for 15 minutes.
            2. Q&A time will be up to 10 minutes
            3. **Submit powerpoint slides via Canvas by Tuesday (5pm) of the week of presentation.**
        ii. Audience Groups
            1. Ask at least 2 discussion questions to a presentation group after the presentation
            2. Submit a follow-up 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 key problems of a case clearly (Less than 3 minutes)
            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 (3 pts): Respond to discussion questions given in the case study and propose tentative alternative and feasible solutions with robust rationale.
            4. Attitude (2 pts): Be professional and respectful during the presentation and discussion with peers.
        ii. Audience group (7 responses, 10 pts in total, NO response paper for ethics cases)
            1. Response(5 pts): Summarize the responses of your group questions
            2. Critique (5 pts): Critique responses of the presentation group.

3. **Topic Briefs (15 pts)**
    a. Groups will be given a specific topic each week. The topic should be relevant to the management of healthcare organizations. The objective of this exercise is to develop synthesizing information on a critical topic and present current issue in professional 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 healthcare organizations.

        iii.   Conclusion/Recommendations (5pts): Conclude your viewpoint with alternative strategies or suggestions to the topic.

   c.   Format

        i.   Should be up to 2 pages in length (excluding tables/figures/references), single 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 one peer evaluation at the end of semester. It has to be honest based upon contribution to group project. It is confidential and it won't be shared with anyone.

   b.   Peer evaluation template is posting on template module.

   c.   Submit the assessment to Peer evaluation tab on Canvas by December 4 (Wednesday; 5pm). Late submission will be deducted with 0.5 point.

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	5
Attendance		5
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.

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 email received from the help desk when the problem was reported to them. The email 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. If you have personal emergency, you MUST email me within 24 hours of the situation as well.

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.phhp.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 webmail.

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.