

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

HSA 6115
Introduction to the Management of Health Services Organizations
Fall 2009

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University of Florida
10:40 – 11:30 Mondays
10:40 – 12:35 Wednesdays
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Office Hours:
Wednesdays 3:00 – 5:00
Fridays by appointment

Course Overview

Introduction to Management of Health Services Organizations is designed for future managers of health care organizations. The course will provide students with the knowledge and skills needed to understand and effectively manage individuals and groups within health services organizations. This course will draw upon perspectives from organizational theory and organizational behavior to examine management and leadership topics within the unique context of health services organizations.

Course Competencies

- 1) Use the principles and the 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 organization and service department within health care organizations and how they interrelate.
- 2) Understand how leaders energize stakeholders with the compelling vision that fosters and sustains their shared commitment to organizational goals.
- 4) Identify and effectively use appropriate communication vehicles based on audience characteristics and communication goals.

Course Objectives

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

- a) Evaluate and understand appropriate techniques for governing board and governance structures.
- b) 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.
- c) Understand the nature of professional work and the unique attributes of managing professional teams and organizations.
- d) 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.
- e) Be more familiar with their own behavior style and its implications for effective performance as health services executives.
- f) Learn and understand the formal and informal decision making structures and power relationships in health care organizations.
- g) Develop management strategies that take into account the power and influence of different professional groups.
- h) Diagnose and improve the communication and coordination challenges facing a health services organization.
- i) Demonstrate sensitivity and understanding of varied cultural, ethnic, socioeconomic backgrounds of individuals and groups.
- j) Effectively manage the complexities of interdepartmental and interorganizational relations in and among health services organizations.
- k) Describe how to build a learning organization through changes in structure, tasks, information sharing, strategy, and culture.
- l) Recognize and effectively deal with planned and unplanned change in organizations.
- m) Identify and be able to evaluate the functions, structure and performance measures of excellent health care organizations.

Required Materials:

1. Griffith, JR and White, KR. 2007. *The Well-managed Healthcare Organization*. 6th Edition. Health Administration Press: Chicago, IL.
2. Borkowski, N. 2009. *Organizational Behavior, Theory, and Design in Health Care*. Jones and Bartlett Publishers: Sudbury, MA.
3. Additional readings available on WebCT/Vista.

Suggested Textbook:

1. Daft, R.L. and Noe, R.A. 2001. *Organizational Behavior*. Orlando: Harcourt College Publishers.

Course Requirements/Evaluation/Grading

Exams (30%)

Two exams (15% each) will be administered during the semester. Exams will be multiple choice. They are designed to evaluate if the student has the basic understanding of the management principles.

Written Assignments (30%)

Three written assignments are due at the start of class as indicated on the schedule. Unexcused late submissions will not be accepted. If you will not be turning in your assignment on the day it is due, contact Dr. Al-Amin immediately by email. Special arrangements may be possible in extraordinary circumstances.

Each question must be answered in 500 words or less. Brevity in covering complex issues is an important professional skill. Dr. Al-Amin may discard excess material without reading it. Written assignments are due in hard copy only. Also include the total word count on the document.

Students are encouraged to discuss written assignment topics in and out of class, but each student is expected to write his or her answer in their own words. Students should be prepared to defend his/her written work in oral conversation with the class or Dr. Al-Amin. Direct quotations and specific concepts from sources other assigned readings must be footnoted.

Writing Assignments are due on the following dates: 09/09, 10/05, 11/9.

Final Project (20%)

A case study will be assigned to the class as the final project. Students should work on this case in a group of 4 or 5. The written analysis for the case should be limited to five pages. The final report should use double-space, 1-inch margins, and minimum font of 10, and should include a problem statement, analysis (alternative courses of action), and recommendation. See additional guidelines in attached Case Analyses section. *Late papers and email submissions will not be accepted.*

General Class Participation (10%)

Students are expected to attend every class meeting (there will be a sign-in sheet – you are responsible for documenting your attendance). Further, students are expected to read all assigned readings prior to class and be prepared for class discussion. Each member of the course has some experience in organizations and this personal experience will help enrich discussions. In addition, bringing the theoretical concepts from the course to bear on real organizational problems is a central goal of the course. Therefore, the willingness of all members to participate in class discussions, ask questions, and bring relevant issues to class will be critical for successful completion of this course. Students will be evaluated on both the quantity and quality of their participation in class discussions, group exercises, and case study analyses.

Discussion Class Participation (10%)

Six case studies will be assigned for class discussion. Each group will be expected to take a lead role at least once during the semester. The lead role will include guiding the class through the discussion topic by summarizing the case and preparing 4 questions for discussion.

Grading Scale

<i>Total Points (of 100)</i>	<i>Grade</i>
90 or more	A
86 - 89	B+
80 – 85	B
76 – 79	C+
70 – 75	C
Below 70	E

Operating Assumptions and Expectations

Someone who does not understand the “workings” of an automobile engine would have little success in repairing it or improving its performance. Similarly, to manage an organization (or organizational component); you must have a thorough understanding of organizational structure and functioning. This course will provide tools and approaches for assessing organizational problems and designing ways to solve problems and improve organizational performance.

Students will become more effective health services managers if they have a thorough understanding of the unique features of the health services system and health services organizations. The only way to master the learning objectives is to put time and energy into reading, discussion, and writing.

Students are expected to master a variety of word that are health care professionals often use to describe what they do (e.g. see the Glossary in the Griffith and White text). Students should recognize these terms, understand their technical implications, and use them appropriately.

In general, clinical terms will not be translated. Students are expected to familiarize themselves with the actual language used by clinicians. The MedlinePlus website is available 24 hours a day, seven days a week here:

<http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

Students are expected to arrive for class on time and ready to actively participate in class discussions. Students are required to silence all cell phones and close all laptop computers during class.

Statement of University’s Honesty Policy (cheating and use of copyrighted materials)

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details). Cheating 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.*

Policy Related to Class Attendance or Other Work

You will not obtain a good grade in this course if you do not attend and actively participate in class discussions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Statement Related to Accommodations for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student. The student should then provide this documentation to me.

Phone Numbers and Contact Sites for University Counseling Services and Mental Health Services

University Counseling Services Student
<http://www.counsel.ufl.edu/services.asp>
P301 Peabody Hall – 392-1575

Mental Health Services
<http://www.health.ufl.edu/shcc>
Room 245, Infirmary Bldg.- 392-1171

Purpose of the Final Project

The group project provides the “real-world” experience of working in a group to successfully determine solutions to complex problems. In addition, this project is health care-specific and represents a situation 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 group 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 at hand?

The 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.

Health Services Management Peer Evaluation Form

Confidential

CASE GROUP

YOUR NAME

	I	II	III	IV
Group Members (list by name)	Commitment to Team Excellence	Originality and Initiative	Dependability	Overall Contribution (Rank)

INSTRUCTIONS: Grade each group member (including yourself) on attributes I through III using letter grades A through F. For attribute IV, rank each member (including yourself), with #1 being the person who made the most important contribution to the group project. You may provide additional comments on the back of this page.

DEFINITIONS

- I. Commitment to Team Excellence - cooperativeness; receptiveness to criticisms or suggestions; ability to work with others.
- II. Originality and Initiative- creative ability; imagination; soundness of ideas.
- III. Dependability - ability to get results; reliability; promptness; attendance.
- IV. Overall Contribution - overall contribution to the group's project.

Health Services Management 2009
Student Information Sheet

Name: _____

Program (if not MHA): _____

Email Address for Course Information: _____

Undergraduate/other degrees (in what, from where):

Please list any previous course work you have had that relates to this course (e.g. organizational psychology, medical sociology, management, leadership, other).

Briefly describe your work experience (full and part time, health care and non-health care). Be sure to indicate whether you have ever been a manager or supervisor.

Leadership Roles. Briefly describe your experience(s) as a leader of an organization or group.

Anything else I should know?