

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6115: Introduction to Management of Healthcare Services Organizations
 FALL 2021 (3 Credits)
 Delivery Format: In-Person
 UF e-Learning: <http://elearning.ufl.edu/>

Instructor Name: Keith Benson, PhD, MHA, MBA
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 Office Hours: Tuesday, Period 7 (1:55-2:45 pm) or by Appointment

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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.

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 health service organizations (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 Covered

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

MHA Competencies Covered	MPH Competencies Covered
<p>Perform environmental scans and needs assessment in support of program and organizational development (HEC-1)</p> <p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public (HEC-2)</p> <p>Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services (HOP-3)</p> <p>Incorporate principles and tools of human resource management, organizational behavior and change management to achieve organizational goals (HOP-4).</p> <p>Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations (BAT-2)</p> <p>Establish and engage a network of professional and community relationships (LP-1).</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 (LP-2).</p> <p>Apply effective and appropriate oral and written communication vehicles (LP-3).</p> <p>Assess individual strengths and weaknesses (including the impact that you have on others) and engage in continual professional development including reflection and self-directed learning (LP-4).</p>	<p>4. Interpret results of data analysis for public health research, policy or practice</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> <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>

DESCRIPTION OF COURSE CONTENT

Course Schedule

Week	Date	Topic(s)	Text Chapter
1	8/26	Introduction and Course Overview <ul style="list-style-type: none"> How to Read a Paper, S. Keshav 	1
2	9/2	Leadership and Professionalism in Healthcare Organizations (HCOs) <ul style="list-style-type: none"> Perez, J. "Leadership in Healthcare: Transitioning From Clinical Professional to Healthcare Leader." <i>Journal of Healthcare Management</i>. 66(4):280-302, July-August 2021. 	2,11
3	9/9	Understanding Types of HCOs & HSOs	-
4	9/16	Motivation, Organizational Behavior, & Teamwork <ul style="list-style-type: none"> AMAJEthics.2016; 18(9):933-940. doi: 0.1001/journalofethics.2016.18.9.stas2-1609. 	3,4,13
5	9/23	Addressing Health Disparities; Understanding HC Regulation and Compliance	14, 16
6	9/30	Marketing & Operations Management Exam 1: 10/1 (Fri) – 10/6 (Wed) 11:59pm	6
7	10/7	Florida Hospital Association	
8	10/14	Understanding Healthcare Finance	9,10
9	10/21	The Quality Imperative (CQI)	7
10	10/28	Strategic Management	5, 12
11	11/4	Ethical and Legal Environment	15
12	11/11	No Class – Veteran's Day	
13	11/18	Healthcare Technology Management & Emerging Issues	8,17
14	11/25	NO CLASS (Thanksgiving)	
15	12/2	Team Project Presentations	
16	12/10	Exam 2: 12/13(Mon) – 12/16 (Thur) 11:59pm	

Course Materials

- [Required] Buchbinder, SB, Shanks, NH and Kite, BJ. 2021. **Introduction to Health Care Management**. 4th Edition. Jones & Bartlett Learning.
- Additional readings used for lectures will be posting on Canvas
- Lecture Slides will be posted on Canvas after 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.

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 exams: Exam 1 and Exam 2. Exam dates are given on the course schedule. Exams covers the course materials including lectures and readings. Exam 2 is not cumulative. Both exams will comprise with multiple choices, true/false, matching, short answers and essays.

Assignments: **Late submission will be penalized with 1 point deduction per day late**

Multiple homework assignments will be assigned throughout the semester.

Team Case Presentation

There will be 6 cases that are assigned throughout the semester. Every team will have the opportunity to present one case and discuss with other groups. Audience teams that are not presenting will prepare at least 1 discussion question relevant to the presentation.

Format

- A. Presentation Group
 - Presentation should be delivered using PPT slides for up to 15 minutes.
 - Q&A time will be up to 10 minutes
- B. Evaluation Group
 - Ask at least two (2) discussion questions to a presentation group after the presentation
 - Submit a follow-up paper with question(s), response(s) and critiques on Canvas, Discussion board, by Wednesday (5pm) of the week following the presentation.
 - Format: should be up to 1-pages in length, single/double spaced, 1-inch margins and 12-point Arial font.

Rubric: Presentation (15pts presentations)

- Presentation group
- Summary (2.5 pts): Summarize the key problems of a case clearly (Less than 3 minutes)
- Analysis (5 pts): As a healthcare organization's manager, apply a systematic, analytical approach to assess the facts of a case.
- Response/Solutions (5 pts): Respond to discussion questions given in the case study and propose tentative alternative and feasible solutions with robust rationale.
- Attitude/Professionalism (2.5 pts): Be professional and respectful during the presentation and discussion with peers.
- Evaluation group (10 pts in total)
- Response(5 pts): Summarize the response of your group question
- Critique (5 pts): Criticize case study and responses of the presenter group.

Team Semester-Long Project: The Oak Hammock at The University of Florida (15 pts)

The students will be divided into teams will be working on one of the following projects:

1. How is the clinical delivery model of medical services in Senior Living facilities similar and different from the traditional geriatric outpatient clinical care model? What factors facilitate or impede timely and accurate implementation of new/revised orders from hospitals, ERs, outside physicians, inside physicians, or other health professionals in long term care facilities?
2. What activities/therapies/exercises should be offered in an Assisted Living portion of a CCRC? At what "skill levels" should these activities be offered?
3. What does a model Senior Living Health Pavilion look like? Provide specific examples of each component of the Pavilion?

More information will be forthcoming on this team project.

Putting Families First

The PFF course is designed to imitate an interprofessional learning practicum for clinical health psychology, dental, health administration, medical, nursing, nutrition, pharmacy, physician assistant, physical therapy, and veterinary medicine students. The central theme of the course is learning as a team about the impact of resources and environment on health status. Students will learn to conceptualize family health beliefs and behavior from a biopsychosocial framework, and they will learn to assess family health care needs and health care access through an interprofessional lens.

Grading

Final grades will reflect your performance in these areas:

Requirement		Points	
Exams	Exam 1	25	
	Exam 2	25	
Assignments	Team Project Write-up and Presentation	15	
	Homework	25	
	Peer Assessment	12/3 (Fri), 5pm	5
	PFF		5
Total points		100	

Extra Credit Assignment – Informational Interview

There is an opportunity to earn up to 6 extra homework points by participating in informational interviews. Here is a link to how to do an informational interview <https://career.ufl.edu/wp-content/uploads/2020/03/Informational-Interview.pdf>. More information will be forthcoming in a lecture.

Point system used (i.e., how do course points translate into letter grades):

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be at least a 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.

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

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Only in extreme circumstances will the instructor accept late assignments. If you anticipate turning an assignment in late, please discuss with the instructor or teaching assistant beforehand. It is your responsibility to check that the correct assignment has been submitted to Canvas on time. Always review your submission after turning it in. The penalty for late submission is a reduction by 0.5 point of the grade of each assignment.

Policy Related to Required Class Attendance

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

You are expected to maintain a civil tone and respect the opinions of other persons. While commenting on others' posts is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges.

Netiquette Guideline

Please read the 'Netiquette Guideline' on Announcement carefully.

Communication Guideline

Preferred communication is via direct email. Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend. Response via Canvas Message may be delayed.

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-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

Recording Class Lectures

“Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.

If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.