

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6115: Introduction to Management of Healthcare Services Organizations
 Spring 2023 (3 Credits)
 Delivery Format: Online
 UF e-Learning: <http://elearning.ufl.edu/>

Instructor Name: Zuhair M. Haleem, MHA
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 Office Hours: By Appointment
 Preferred Course Communications: Via Canvas Inbox or UFL email

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.
3. Distinguish between the core functions of healthcare management, including strategy, marketing, controlling and organizational design.
4. Clarify distinctions between leadership and management.
5. Accept the value of the application of Emotional Intelligence principles to professional success.
6. 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

Case study	<p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p> <p>Apply effective and appropriate oral and written communication vehicles</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</p> <p>Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public</p>	<p>4. Interpret results of data analysis for public health research, policy or practice</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>
Organizational analysis of HCO	<p>Assess multiple dimensions of financial performance to measure and improve the financial viability of provider organizations</p> <p>Analyze, synthesize, and act on key trends, activities, and government policies in the health care environment</p> <p>Apply effective and appropriate oral and written communication vehicles</p>	<p>4. Interpret results of data analysis for public health research, policy or practice</p> <p>10. Explain basic principles and tools of budget and resource management.</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>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	1/9	Introduction and Course Overview <ul style="list-style-type: none"> Discussion Board: Introduce yourself (Due: 1/16, Mon @5pm) Team assignment announcement on 1/18 (Wed) 	-
2	1/17 (Monday, 1/16 off for MLK Jr. Day)	Leadership and Professionalism in Healthcare Organizations <ul style="list-style-type: none"> Hargett CW, Doty JP, Hauck JN, Webb AM, Cook SH, Tsipis NE, Neumann JA, Andolsek KM, Taylor DC. Developing a model for effective leadership in healthcare: a concept mapping approach. Journal of healthcare leadership. 2017;9:69. Case Study 1: Autumn Park (Due: 1/21, Sat @5pm) Audience Group: Reaction/critique posting (Due: 1/23, Mon @5pm) Presentation Group: Response posting (Due: 1/28, Sat @5pm) 	13
3	1/23	Hospital Types and the Healthcare Industry <ul style="list-style-type: none"> Johnston SC. Academic medical centers: too large for their own health?. JAMA. 2019 Jul 16;322(3):203-4. Case Study 2: Pediatric Dental Care Center (Due: 1/28, Sat @5pm) Audience Group: Reaction/critique posting (Due: 1/30, Mon @5pm) Presentation Group: Response posting (Due: 2/4, Sat @5pm) 	1, 2
4	1/30	Costs and Revenue Management No Case Study	-
5	2/6	Productivity and Performance Management <ul style="list-style-type: none"> Case Study 3: Service Area Management (Due: 2/11, Sat @5pm) Audience Group: Reaction/critique posting (Due: 2/13, Mon @5pm) Presentation Group: Response posting (Due: 2/18, Sat @5pm) 	5
6	2/13	Operations Management and Supply Chain Management <ul style="list-style-type: none"> Anthun KS, Kittelsen SA, Magnussen J. Productivity growth, case mix and optimal size of hospitals. A 16-year study of the Norwegian hospital sector. Health policy. 2017 Apr 1;121(4):418-25. Case Study 4: Flu Vaccine (Due: 2/18, Sat @5pm) Audience Group: Reaction/critique posting (Due: 2/20, Mon @5pm) Presentation Group: Response posting (Due: 2/25, Sat @5pm) 	11
7	2/20	Mid-Term: 2/20 (Mon) 12:00am – 2/26 (Sun) 11:59pm	
8	2/27	The Quality Imperative (CQI) No Case Study <ul style="list-style-type: none"> Hanefeld J, Powell-Jackson T, Balabanova D. Understanding and measuring quality of care: dealing with complexity. Bulletin of the World Health Organization. 2017 May 1;95(5):368. Tsai TC, Jha AK, Gawande AA, Huckman RS, Bloom N, Sadun R. Hospital board and management practices are strongly related to hospital performance on clinical quality metrics. Health affairs. 2015 Aug 1;34(8):1304-11. 	7, 8
9	3/6	Strategic Planning and Management <ul style="list-style-type: none"> Case Study 5: Westmount Nursing Homes (Due: 3/10, Friday @5pm) Audience Group: Reaction/critique posting (Due: 3/20, Mon @5pm) Presentation Group: Response posting (Due: 3/25, Sat @5pm) 	9
	3/13	SPRING BREAK	

Week	Date	Topic(s)	Text Chapter
10	3/20	Marketing <ul style="list-style-type: none"> • Schwartz LM, Woloshin S. Medical marketing in the United States, 1997-2016. JAMA. 2019 Jan 1;321(1):80-96. • Gooch K. How COVID-19 is changing hospitals' marketing strategies. Becker's Hospital Review. 2020 June 9. • Case Study 6: Western Health Care System (Due: 3/25, Sat @5pm) • Audience Group: Reaction/critique posting (Due: 3/27, Mon @5pm) • Presentation Group: Response posting (Due: 4/1, Sat @5pm) 	10
11	3/27	Healthcare Technology Management <ul style="list-style-type: none"> • Case Study 7: Radical Innovation on the Idaho Frontier (Due: 4/8, Sat @5pm) • Audience Group: Reaction/critique posting (Due: 3/28 (Mon), 5pm) • Presentation Group: Response posting (Due: 4/2 (Sat), 5pm) 	3
12	4/3	Ethical and Legal Environment <ul style="list-style-type: none"> • Case Study 8: Pineridge Quality Alliance (Due: 4/8, Sat @5pm) • Audience Group: Reaction/critique posting (Due: 4/10, Mon @5pm) • Presentation Group: Response posting (Due: 4/15, Sat @5pm) 	4
13	4/10	Case Study 9: Ethics Incidents No Lecture All Groups present ethics incidents case study (Due: 4/15, Sat @5pm) <ul style="list-style-type: none"> • Audience Group: Reaction/critique posting (Due: 4/17, Mon @5pm) • Presentation Group: Response posting (Due: 4/22, Sat @5pm) • Peer Evaluation (Due: 4/22, Sat @5pm) 	-
14	4/17	[Individual Presentation] Organizational Analysis of a Health Care Organization (Due: 4/17, Mon @5pm) No Lecture All students present organizational analysis: <ul style="list-style-type: none"> • Audience: Q&A posting (Due: 4/22, Sat @5pm) • Presentation: Q&A posting (Due: 4/24, Mon @5pm) 	-
15	4/24	Final Exam: 4/24 (Mon @12am) – 4/30 (Sun @11:59pm)	-

Course Materials and Technology

- [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

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: You are REQUIRED to have a webcam and microphone. 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://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Exam

This course has two exams: mid-term and final exams. Exam dates are given on the course schedule. Exams cover the course materials including lectures, the textbook and required readings. The final exam is not cumulative. Both exams will comprise with multiple choices, true/false, matching, short answers and essays.

Assignments: Late submission without notification will be penalized with 1 point deduction per day.

1. Team Case Study Presentation (40 pts) = 10pts*3 case studies + 10pts for Q&A postings)

There will be 9 cases that are assigned throughout the semester. Every team will have the opportunity to present THREE cases (Two assigned case study about management and one assigned case study about ethics incidents) and discuss with other groups. Audience groups that are not presenting will post at least 1 discussion question relevant to the present.

Timeline: Upload case study by every **Saturday, 5pm**

- ▶ Audience group: post question(s)/critique(s) by **following Monday, 5pm**
- ▶ Presentation group: post follow-up answer(s) by **Friday of that week, 5pm**

Format:

a) Presentation Group

- i. Presentation should be delivered via voiceover PowerPoint slides (audio should be included) for 15 minutes.
- ii. Presentation should include, 1) brief summary of a case and 2) answer the questions given in the end of the case.
- iii. **Submit PowerPoint slides to the discussion board by Saturday 5pm of the week of presentation.**
- iv. Post follow-up answer(s) by next Friday, 5pm of the following week.

b) Audience Group

- i. Ask at least 1 reaction posting to a presentation group after the presentation (Due: following Monday, 5pm)
- ii. Posting should include question(s), response(s) and critiques on Canvas, Discussion board.

Rubric:

Presentation (10pts*3presentations)

- Presentation group (3 presentations * 10 points of each presentation=30 pts)
- Summary (2.5 pts): Summarize the key problems of a case clearly (Less than 3 minutes)
- Analysis (2.5 pts): As a healthcare organization's manager, apply a systematic, analytical approach to assess the facts of a case

- Response/Solutions (3 pts): Respond to discussion questions given in the case study and propose tentative alternative and feasible solutions with robust rationale and evidence.
- Attitude (1 pt): Be professional and respectful during the presentation. Present within a given time.
- Response to Q&A posting (1 pt): Give a response to the questions or critiques made by the audience groups.
- Audience group (7 reaction posting, 10 pts in total)
- Question/ critique: Ask a question and criticize answers of the case study.

2. [Individual assignment] Organizational Analysis of a Health Care Organization (25 pts)

Each student will select a health care organization in which you are interested. Be sure to pick an organization that no one already has chosen. (Organization selection will be posted on the introduction board in the first week. If you post introduction late, you won't get an extra point. However you still should post your organization selection on the board.) A student must describe, analyze and present a real health care organization using key management concepts you learn from lectures. If you collect the information from internal resource (e.g., interviews, site visits, phone calls, etc), you will get an extra point. All references used in the presentation will be confirmed by instructor. Must provide evidence of the source to prove credibility.

For your presentation, respond to the following questions in 15-20 minutes:

- a) Description of organization (5pts): Introduce name, type/structure of an organization, location, short history, and mission and vision
- b) Analyses (10 pts): analyze your organization in depth and in detail using lectures. Must present 1) performance (e.g., ranking, quality of care etc), 2) operating goals, 3) leadership, 4) financial performance, 5) strategies and marketing, and 6) ethical and legal issues.
- c) Suggestions (9 pts): Address three big problems that your organization are facing and suggest feasible solutions
- d) Q&A posting (1pt): post at least 2 questions to other presentation and respond to the questions you are asked.

Format:

- 1) Voice-over presentation should be maximum 15-20 minutes.
- 2) References should be formatted using AMA style (<https://www.lib.jmu.edu/citation/amaguide.pdf>). See an article on JAMA as a reference.
- 3) **Submit your presentation to the discussion board by 4/17, Mon @5pm**

3. Peer Evaluation (5pts)

There will be an evaluation of peers' performance. It must be honest. It is confidential. It won't be disclosed to anyone. It is worth 5 points out of 100 points. Submit the peer evaluation to the "Peer evaluation" under the Assignment tab by **4/22, Sat @5pm**. Late submission will be penalized with 0.5 deduction per day. If you don't submit a peer assessment, your peer evaluation will be zero. The template is posted on Canvas.

Grading

Final grades will reflect your performance in these areas:

Requirements		Points	
Exams	Mid-term	2/20 – 2/26	14
	Final	4/24 – 4/30	14
Assignments	Team Case Study Presentation	Every Saturday	40
	Organizational Analysis	4/17	25
	Peer Assessment	4/22	5
Extra Point	Introduction post	1/16	3
Total Points			100

Extra point

For group assignment, you should post your introduction on the introduction discussion board. If you post it on time, you will get 1 extra point that will be added to your mid-term exam. **Due by 1/16, Mon @5pm.**

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

Example:

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

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

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

Policy Related to Make Up Work

Cases are not amenable to make up. Therefore, let me and your group know if you are going to be absent on presentation day and do all of your tasks beforehand. Also, beware that your absence must meet university guidelines.

Please note: failure to participate due to technical issues is excused. However, such instances MUST be documented via correspondence with the UF Computing help desk (<http://helpdesk.ufl.edu/>). You MUST also e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

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>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Unless an emergency, please inform me ahead of time regarding your upcoming absence so that any necessary accommodations can be made.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To promote an enjoyable and equitable learning environment, students are expected to participate equally in all aspects of case development, presentation, and performing Q&A of the other team presenting the same case. Cell phones should be placed in airplane mode during class time. Laptops are to be used only for class-related activities. Video cameras are to remain on during the class period but microphones can be turned off unless

speaking to mitigate ambient noise. Students will conduct themselves in a respectful manner at all times, especially during the Q&A discussions.

Communication Guidelines

The preferred methods of communication for the course are messages in Canvas or e-mail.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity.

“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/>.

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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.php.ufl.edu/services/resourceguide/getstarted.htm>

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