

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6115 Introduction to Management of Health Services
Organizations
 Fall 2016
 Delivery Format: On-Campus

Instructor Name: Daniel Estrada PhD, MBA, MHA

Room Number: HPNP 3106

Phone Number: 352-642-3968

Email Address: estrada@php.ufl.edu

PURPOSE AND OUTCOME

Course Overview

This course is an introduction to the management of Health Services Organizations. 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.

The course will be broken into three or themes. The first theme will focus on basic managerial and professional skills. Topics such as communication, writing and presenting as well as management and leadership theories will be covered in this module. In addition, students will be assigned self-reflection assignments to develop their professional portfolio. The second theme will review the current healthcare environment in which health services organizations operate. The organizational, regulatory, financial and political environments that strongly impact operations of health services organizations will be discussed. The final theme will cover the core managerial functions of health services organizations. Topics such as marketing, strategy development, and financial management will be covered.

The concepts of the course will be taught through a variety of modalities. Extensive use of case studies for real world applications. Textbook chapters will be presented for management concepts. Group projects will be assigned for team building and collaboration. Finally, group presentations will be utilized to develop speaking skills.

Course Objective – Competency Matrix

| # | Course Objective | Competencies | | Assessment |
|----------|--|---------------------|--|-------------------------|
| 1 | Discuss the current healthcare environment in which health services organizations operate. | HEC-0 | <i>Analyze, synthesize and act on</i> key trends, activities, <i>and government policies</i> in the health care environment | Midterm/Final, Cases |
| | | HEC-2 | <i>Interpret,</i> monitor, and comply with laws and regulations that protect health practitioners, organizations, and the public | Midterm/Final, Cases |

| # | Course Objective | Competencies | | Assessment |
|---|--|--------------|---|--------------------------------------|
| 2 | Distinguish between the core functions of healthcare management, including strategy, marketing, controlling and organizational design. | HOP-4 | <i>Incorporate</i> principles and tools of human resource management, organizational behavior and leadership of change to achieve organizational goals | Midterm/Final, Cases |
| | | HOP-1 | Propose and implement strategic approaches based on statistical and quantitative assessments of clinical, financial, and organizational performance | Midterm/Final, Cases |
| | | HOP-2 | <i>Incorporate evidenced-based approaches and external assessments in the design and implementation of programs that improve community health, and organizational, financial and clinical performance</i> | Midterm/Final, Cases |
| 3 | Clarify distinctions between leadership and management. | LP-3 | 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. | Midterm/Final, Self Management |
| | | LP-2 | Apply effective and appropriate oral and written communication vehicles | Communication Assessment |
| | | LP-4 | Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals. | Cases |

| # | Course Objective | Competencies | | Assessment |
|---|---|--------------|--|--------------------------------------|
| 4 | Accept the value of the application of Emotional Intelligence principles to professional success. | LP-4 | Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals. | Midterm/Final, Self Management |

| | | | | |
|---|--|-------|---|----------------------|
| | | LP-3 | Accurately 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 | |
| 5 | Break down and describe the interrelationships between the fundamental departments of health services organizations and their contribution to organizational mission | HOP-4 | <i>Incorporate</i> principles and tools of human resource management, organizational behavior and change management to achieve organizational goals. | Midterm/Final, Cases |

Instructional Methods

- Exams
- Case instruction
- Group work
- Self reflection

Course Expectations

This class is one of the first graduate courses you will take. Many of you will be transitioning straight from undergraduate programs. It is important to note that expectations are different in a professional graduate program. There are two things, based upon my experience, that are important to learn as you progress through your career development. The first is to learn to read. It is important to develop the discipline to read journals, newspapers, websites, and other sources. Continually seek to improve your knowledge. This serves not only to improve your understanding of the environment you work and live in and the multiple viewpoints, but keeps you up to date on current trends in industry. The second is the old saying, "perception is reality". I try and stress this to my undergrad courses, but I expect graduate students to take this to heart. Start acting like a professional in everything you do and approach, including your courses. You may be a brilliant genius, but if you present yourself in a lazy, sloppy manner, people will see you that way and their perception will become reality, stifling any chance to prove yourself.

DESCRIPTION OF COURSE CONTENT

Tentative Schedule

The following is an outline of courses topics and dates that we will be discussing them. **Dates are subject to change depending upon class dynamics and interest**, but all subject topics will be covered. **Dates in CANVAS are the official dates!**

| | | | | |
|----|------------------|--------------|--|-------------------------|
| 1 | Tue - Aug 23, 16 | 9:35 - 11:30 | Syllabus Review | |
| 2 | | | Team Selection | |
| 3 | Thu - Aug 25, 16 | 9:35 - 10:25 | Communication | |
| 4 | Tue - Aug 30, 16 | 9:35 - 11:30 | Communication - Group exercise | |
| 5 | | | Self-management Exercise | |
| 6 | Thu - Sep 1, 16 | 9:35 - 10:25 | US Healthcare System - Population | |
| 7 | Tue - Sep 6, 16 | 9:35 - 11:30 | US Healthcare system - Organizational Entities | |
| 8 | | | Case Study 1 | |
| 9 | Thu - Sep 8, 16 | 9:35 - 10:25 | US Healthcare system - Trends, IT, Law | |
| 10 | Tue - Sep 13, 16 | 9:35 - 11:30 | Management Theory | |
| 11 | | | | |
| 12 | Thu - Sep 15, 16 | 9:35 - 10:25 | Governance | |
| 13 | Tue - Sep 20, 16 | 9:35 - 11:30 | Case Study 2 | IFH |
| 14 | | | Special projects | |
| 15 | Thu - Sep 22, 16 | 9:35 - 10:25 | Strategy | |
| 16 | Tue - Sep 27, 16 | 9:35 - 11:30 | Strategy | |
| 17 | | | | |
| 18 | Thu - Sep 29, 16 | 9:35 - 10:25 | Strategy | |
| 19 | Tue - Oct 4, 16 | 9:35 - 11:30 | Strategy – Case Study 3 | |
| 20 | | | | |
| 21 | Thu - Oct 6, 16 | 9:35 - 10:25 | Special projects/Mid term review | |
| 22 | Tue - Oct 11, 16 | 9:35 - 11:30 | Mid-term? | |
| 23 | | | | |
| 24 | Thu - Oct 13, 16 | 9:35 - 10:25 | Marketing | Homecoming |
| 25 | Tue - Oct 18, 16 | 9:35 - 11:30 | Case Study 4 | IFH |
| 26 | | | | |
| 27 | Thu - Oct 20, 16 | 9:35 - 10:25 | No Class? | FHA Meeting |
| 28 | Tue - Oct 25, 16 | 9:35 - 11:30 | Marketing | |
| 29 | | | Case Study 5 | |
| 30 | Thu - Oct 27, 16 | 9:35 - 10:25 | Finance | |
| 31 | Tue - Nov 1, 16 | 9:35 - 11:30 | Finance | |
| 32 | | | Case study 6 | |
| 33 | Thu - Nov 3, 16 | 9:35 - 10:25 | Finance | MHA Open House Nov 4 |
| 34 | Tue - Nov 8, 16 | 9:35 - 11:30 | Case study | |
| 35 | | | | |
| 36 | Thu - Nov 10, 16 | 9:35 - 10:25 | HR | Healthcare Forum |
| 37 | Tue - Nov 15, 16 | 9:35 - 11:30 | Case Study 7 | IFH |
| 38 | | | | |
| 39 | Thu - Nov 17, 16 | 9:35 - 10:25 | HR | |
| 40 | Tue - Nov 22, 16 | 9:35 - 11:30 | HR | |
| 41 | | | Case Study 8 | |

| | | | | |
|----|------------------|--------------|--------------|--------------|
| 42 | Thu - Nov 24, 16 | 9:35 - 10:25 | No Class | Thanksgiving |
| 43 | Tue - Nov 29, 16 | 9:35 - 11:30 | Supply Chain | |
| 44 | | | Case Study 9 | |
| 45 | Thu - Dec 1, 16 | 9:35 - 10:25 | Exam Review | |
| 46 | Tue - Dec 6, 16 | 9:35 - 11:30 | Final Exam | |

Please refer to Canvas to review assignment details and dates.

Required Materials

1. Longest, BB and Darr, K. 2014. *Managing Health Services Organizations and Systems*. 6th Edition. Health Professions Press: Baltimore, MD.
2. Seidel and Lewis, *The Middleboro Casebook*, Health Administration Press
3. Course readings and case studies as assigned via Canvas

ACADEMIC REQUIREMENTS AND GRADING

Grading Components

Final grading will be determined by the following components:

Midterm - 25%

Final - 25%

Self Management - 5%

The self-management exercises are short responses to professional development type tips and actions. The format of submitted documents will be informal and often without structure. The intention is that the student will have a professional development type portfolio to draw upon as they evaluate first job opportunities.

Case Study Report/IFH Participation - 5%

MHA students will be participating in the IFH curriculum. MPH students will be working on a case based project.

Team Case Reports/Presentation - 15%

There will be 9 “cases” that are assigned throughout the semester. Every team will have the opportunity to present one of the cases and lead/answer group discussion. Other teams that are not presenting will have individual questions regarding the case that will be assigned to them. This will also help facilitate a robust discussion on the case.

Topic Briefs – 15%

Groups will also be assigned topic briefs. These topics will be relevant to the management of health services organizations. The objective of this exercise is to help develop the critical analysis skills of synthesizing information on a critical topic and presenting information in a clear and succinct manner.

Peer Assessment - 10%

There will be two assessments of peer group performance. The first will be to provide corrective feedback. The second will count towards your final grade. The assessments will be done utilizing the CATME measurement tool.

Grading Scale

| Total Points (of 100) | Grade Points | Grade |
|----------------------------------|-------------------------|--------------|
| 95 or more | 4.0 | A |
| 90-94 | 3.67 | A- |
| 87 - 89 | 3.33 | B+ |
| 83-86 | 3.0 | B |
| 80 – 82 | 2.67 | B- |
| 77-79 | 2.33 | C+ |
| 73-76 | 2.0 | C |
| 70-72 | 1.67 | C- |
| 67-69 | 1.33 | D+ |
| 63-66 | 1.0 | D |
| 60-62 | .67 | D- |
| Below 60 | 0 | E |

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

| Letter Grad | 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

Exams will be delivered in class on the scheduled time.

Policy Related to Make up Exams or Other Work

Make-up options will be offered to students only under extenuating circumstances and through communication with instructor. Instructor reserves the right to determine appropriate make-up options for each student.

Policy Related to Class Attendance or Other Work

Students are expected to view all the lectures, read the assigned text and articles, be an active member of their group, and to actively participate in class discussions.

Personal issues with respect to class participation or fulfillment of course requirements will be handled on an individual basis and must be communicated with the instructor with reasonable advance notice.

PLEASE NOTE: At this time, taking out holidays and cancelled classes, we will meet 28 times this semester. Greater than 10 unexcused absences will result in an Incomplete grade assignment.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional behavior is expected at all times. Utilization of electronic devices should be limited and only for support of learning environment.

Communication Guidelines

Students will be expected to communicate via official uf email.

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, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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
