

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSA 6115: Introduction to Management of Healthcare Services Organizations**  
 FALL 2020 (3 Credits)

Delivery Format: **Hybrid (Lecture via online and in-person presentation)**

UF e-Learning: <http://elearning.ufl.edu/>

Instructor Name: Ara Jo, PhD  
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 Office Hours: By Appointment

**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 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	6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to

	Interpret, monitor and comply with laws and regulations that protect health practitioners, organizations and the public	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 (Synchronous case study presentation via Zoom on every Thursday at 10am-11:30am, Lecture video will be available from every Monday 12am)**

Week	Date	Topic(s)	Text Chapter
1	9/3	<b>[Synchronous via Zoom] Introduction and Course Overview</b>	-
2	9/10	<b>Leadership and Professionalism in Healthcare Organizations</b> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	2
3	9/17	<b>Hospital Types and the Healthcare Industry</b> Case Study 1: Autumn Park <ul style="list-style-type: none"> <li>▪ Johnston SC. Academic medical centers: too large for their own health?. JAMA. 2019 Jul 16;322(3):203-4.</li> </ul>	-

Week	Date	Topic(s)	Text Chapter
4	9/24	<b>[Guest Lecture by Zuhair Mian Haleem] Costs and Revenue Management</b> Case Study 2: Pediatric Dental Care Center	10
5	10/1	<b>Productivity and Performance Management</b> Case Study 3: Pineridge Quality Alliance <ul style="list-style-type: none"> <li>Hota B, Webb T, Chatrathi A, McAninch E, Lateef O. Disagreement between hospital rating systems: measuring the correlation of multiple benchmarks and developing a quality composite rank. American Journal of Medical Quality. 2020 May;35(3):222-30.</li> </ul>	-
6	10/8	<b>Operations Management and Supply Chain Management</b> Case Study 4: Flu Vaccine <ul style="list-style-type: none"> <li>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.</li> </ul>	-
7	10/15	<b>Mid-Term: 10/15 (Thu) 12am – 10/21 (Wed) 11:59pm</b>	
8	10/22	<b>The Quality Imperative (CQI)</b> Case Study 5: Westmount Nursing Homes <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	7
9	10/29	<b>Strategic Management</b> Case Study 6: Western Healthcare System	5, 12
10	11/5	<b>Ethical and Legal Environment</b> Case Study 7: Klamath Care	14, 15
11	11/12	<b>[In-Person Presentation] Ethics Incidents</b> No lecture. All groups will present Ethics incidents case study in-person. <b>Due: COVID-19 Intervention Development ,11/13 (Fri) 5pm</b>	
12	11/19	<b>Marketing</b> Case Study 8: Riviera Medical Center <ul style="list-style-type: none"> <li>Schwartz LM, Woloshin S. Medical marketing in the United States, 1997-2016. JAMA. 2019 Jan 1;321(1):80-96.</li> <li>Gooch K. How COVID-19 is changing hospitals' marketing strategies. Becker's Hospital Review. 2020 June 9.</li> </ul>	6
13	11/26	NO CLASS (Thanksgiving)	
14	12/3	<b>Healthcare Technology Management</b> Case Study 9: Radical Innovation on the Idaho Frontier <b>Due: Peer Evaluation, 12/4 (Fri) 5pm</b>	8
15	12/10	<b>Final Exam: 12/7 (Mon) 12am – 12/13 (Sun) 11:59pm</b>	

## Course Materials

- [Required] Buchbinder, SB, Shanks, NH and Kite, BJ. 2021. **Introduction to Health Care Management**. 4th Edition. Jones & Bartlett Learning.
- [Required] [Required] Darr K, Farnsworth TJ, Myrtle RC. 2017. **Cases in Health Services Management**. 6<sup>th</sup> Edition. Health Professions Press: Baltimore, MD
- Additional readings used for lectures will be posting on Canvas
- Lecture Slides and voice-over lecture videos will be posted 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://elearning.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Exam

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

- Mid-term exam: 10/15, 12am-10/21, 11:59pm
- Final exam: 12/7, 12am -12/13, 11:59pm

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

1. **[Group project] Team Case Study Presentation (10pts\*2case studies + 10pts for 7 reaction papers)**

There will be 10 cases that are assigned throughout the semester. Every team will have the opportunity to present TWO cases (One assigned case study about management and one assigned case study about ethics) 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 synchronously with powerpoint slides for up to 15 minutes.
  - Q&A time will be up to 10 minutes
  - **Submit powerpoint slides via Canvas, Assignment tab (Case study #) by Tuesday (5pm) of the week of presentation.**
  - **“Ethics Incidents” will be presented in-person on 11/12, 9am-11:30am. Read “Face-to-Face Presentation Guideline” at the end of this syllabus and announcement.**
- B. Audience Groups
  - Ask at least 1 discussion question to a presentation group after the presentation
  - Submit a follow-up paper with question(s), response(s) and critiques on Canvas, Discussion board, by Friday (5pm) of the week of presentation.
  - No need reaction paper to ‘ethics incidents’.

- Format: should be up to 1-pages in length, single/double spaced, 1-inch margins and 12-point Arial font.
- **Submit response paper via Canvas, discussion board (Case Study Response) by Friday (5pm) of the week of presentation**

Rubric: Presentation (15pts\*2 presentations)

- Presentation group (2 presentations \* 10 points of each presentation=20 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.
- Attitude (2 pts): Be professional and respectful during the presentation and discussion with peers.
- Audience group (7 responses, 10 pts in total, NO response paper for ethics cases)
- Response(5 pts): Summarize the response of your group question
- Critique (5 pts): Criticize case study and responses of the presenter group.

## 2. [Group project] Development of Efficient and Innovative Intervention for COVID-19 patients (20 pts)

COVID-19 crisis revealed devastating reality of healthcare system and the emergency preparedness plans of many federal, state, and local agencies. The first emerging issue is the lack of communication among interest groups such as the Federal and State government, local hospitals, healthcare professionals and the public. Particularly, this fragmented communication system causes rapid increase of confirmed cases and less efficient COVID19 care services. Next problem is management in a facility. A shortage of PPE, workforce and hospital beds threatens the professionals and the public health. Reduced care services, like elective surgeries, critically affect the revenue cut in hospitals and layoffs of thousands of healthcare employees have been reported. For instance, Medical University of South Carolina recently laid approximately 900 employees as of April 13, 2020. To combat those problems, New York State Governor Cuomo announced new hospital network central coordinating team. (<https://www.governor.ny.gov/news/amid-ongoing-covid-19-pandemic-governor-cuomo-announces-new-hospital-network-central>) This system allows statewide hospitals and the government to share up to date information, medical supplies, workforce and patients through one centralized system. Like this, there are a variety of new management intervention initiated to improve efficiency of COVID-19 management in hospitals. Thus, this activity is designed to develop new innovative and feasible intervention for healthcare organizations under COVID-19 crisis.

The following questions should be addressed.

- Summary of your organization and COVID-19 situation (Up to 1-page)

1. Define your target healthcare organization where your intervention will be implemented. Give rationale why you choose this organization.
2. Describe at least three main problems of dealing with COVID-19 patients in your organization. Should report quantitative evidence (e.g., deaths, confirmed cases, etc)

- Intervention Development (Up to 2-page)

1. Elaborate your intervention and implementation plan.
2. Articulate benefits and potential challenges of your intervention.

Format

- Should be up to 3 pages word file or pdf file in length (excluding tables/figures/references), single/double spaced, 1-inch margins and 12-point Arial font.
- In-text citations and references should be formatted using AMA style (<https://www.lib.jmu.edu/citation/amaguide.pdf>). See an article on JAMA as a reference.

- **Due: 11/13 (Fri) 5pm Submit via Canvas Assignment tab (COVID-19 Intervention Development)**

Rubric (20pts)

- Summary (10 pts): Responses are articulated with rationale clearly.
- Intervention (10 pts): Intervention is innovative, efficient, effective and feasible in target organization. Benefits and challenges are appropriately acknowledged and addressed.

### 3. Peer Assessment (5pts)

There will be an evaluation of peer group 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 12/4 (Fri) 5pm**. Late submission will be penalized with 0.5 deduction. If you don't submit a peer assessment, your peer evaluation will be counted as zero. The template is posted on Canvas.

### Grading

Final grades will reflect your performance in these areas:

Requirement			Points
Exams	Mid-term	10/15-10/21	20
	Final	12/7-12/13	20
Assignments	Team Case Study Presentation	Every Thursday	30
	Development of Intervention for COVID-19	11/13 (Fri), 5pm	20
	Peer Assessment	12/4 (Fri), 5pm	5
Attendance			5
Total points			100

### Extra point

There is an opportunity to earn up to 5 extra points by participating 'Valuation' activity. It is 100% voluntary work. Choose one health care organization (e.g., hospital, NGO, insurance company, etc) of your interest during the first class and track value and performance of your organization on the basis of each week's topic. (e.g., COVID-19 strategy created by UF Shands, leadership style of Carilion Clinic, etc) During the synchronous presentation time, 2-3 volunteers can present findings each week. Each participation is worth of 1 point.

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

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

- 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	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>

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

**Face-to-Face Presentation Guideline:** We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- **You are required to wear approved face coverings at all times during class and within buildings.** Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- 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.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
  - 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 (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

### **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.

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## **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](http://www.multicultural.ufl.edu)

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