

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

HSA 6115 (Online)
Introduction to the Management of Health Services Organizations
Spring 2012

Instructor

Robert Flemming, MBA, MHA

PhD Candidate

Health Services Research, Management, & Policy

University of Florida

Email: flemming55@ufl.edu and via the Sakai mail system

Phone: (352) 273-6066

Office Hours: by appointment via phone, chat, Skype or Sakai.

Required Materials:

1. Griffith, JR and White, KR. 2007. *The Well-Managed Healthcare Organization*. 6th Edition. Health Administration Press: Chicago, IL.
NOTE: You may also either the 6th or the 7th Edition
2. Borkowski, N. 2009. *Organizational Behavior in Health Care*. 2nd Edition. Jones and Bartlett Publishers: Sudbury, MA.
3. Additional readings are available on the course's website: <https://lss.at.ufl.edu/>

Course Overview

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

Course Competencies

- 1) Use the principles and tools of human resources management, organizational behavior and the leadership of change to achieve organizational goals.
- 2) Understand the roles and responsibilities of the governing board and identify effective techniques for establishing sound relationships between senior leaders and the board.

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

Course Objectives

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

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

Grading Scale

Total Points (of 100)	Grade Points	Grade
93 or more	4.0	A
90-92	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	F

Course Requirements/Evaluation

Exams (30%)

Two exams will be administered during the semester. The **Midterm quiz** will be worth 10% of the course grade and conducted at home WITHOUT the use of ProctorU monitoring service. The **Final exam** will be worth 20% and conducted at home WITH the use of Proctor U monitoring service. These exams are designed to evaluate if the student has good understanding of management principles. Students are expected to take the examinations on the scheduled weekends.

FOR THE FINAL EXAM, This course will be utilizing the services of ProctorU as proctoring service for the exams in this course. This service is a user-friendly system, but you must follow these guidelines to register and take your exams:

1. Students must register for a time slot for their course exams with ProctorU starting the second week of the semester, but no later than 3 days prior to an exam. You will register for your exams at www.proctoru.com. Their website will describe how you register and log on for your exam. Your exams will be taken in your Sakai course, but only ProctorU will be able to open the exam for you.
2. Exams will be administered 9:00AM – midnight (Eastern time) from Friday to Sunday on the scheduled exam weekend.
3. Students will need to have a microphone and webcam in place during the test-taking period. An inexpensive webcam and mic will work fine. ProctorU recommends the Microsoft LifeCam VX-5000 webcam, but most brands or models will work. This webcam, as well as many newer webcams, comes complete with a microphone in the camera. Students will **NOT** be allowed to take an exam without a webcam. (Note: a microphone and webcam are

program requirements for our online programs, see computer requirements on our program website)

4. Exams may be taken at a student's home, but students must plan to take their exams in an environment where other people are not in the room with the student during the exam.
5. Students will need to have some administrative rights on the computer they are using for the exam to enable the proctoring service to function.

Discussion Boards (20%)

There are 9 discussion boards in this course. They are designed for discussion on specific topics. Each lecture will have a dedicated discussion board to discuss the articles for that lecture. **During the first week of class, you will be assigned to a group of two to three (depending on class size) of your fellow students.** Note that you and your student peers are completely selected at random and will be your group members for the duration of the semester. Once these groups are formed, each group will be assigned three discussion boards to participate in for the remainder of the semester. **Of these three discussion boards, your group will THEN be assigned ONE to lead and facilitate discussion with the class.**

Participation will earn you 10% for contributing to your two participant discussion boards and 10 % for the leading discussion board if you post thought-provoking, topical material. You are required to provide a summary of the articles during the week you are leading the discussion, you are expected to build on the articles from current research, the news, or examples from your work, and finally you are responsible for posting question(s) related to the articles to simulate and lead the discussion. Remarks that do not add to the conversation will not be given credit. If you are assigned to a discussion board you should create a new post versus a reply to someone else's posts. If you are **NOT** assigned to a board you should **NOT create new posts**, but **only replies** to those who are creating original posts. Students who consistently participate in discussions, even those they are not assigned to, will receive extra points at the end of the semester. However, remember, only meaningful and insightful participation is expected and examples from work experience are highly valued.

Topic Readings

Check the following action plan and the Sakai website for updates on the week's readings. These additional topic readings are articles designed to round out the topic of discussion for the week and *can* be used to generate discussion from in your discussion boards. Note that you will be responsible for reading this material for your examination but, do not have to elect to discuss these in the discussion boards if you are responsible for facilitating that week's discussion.

Note that **the readings ARE subject to change throughout the semester as a means** of keeping the information in this course as current as possible. If these readings change, you will be advised via a message on Sakai. It is your responsibility to make sure that you are verifying the currency of each week's readings.

Group Written Assignments (30%)

Three written assignments are due by 11:55PM as indicated on the schedule. Each assignment is worth 10%. Late submissions will not be accepted. The system will count a submission that is even a second after this time as late, so please do not attempt to submit your assignment at the last moment or you may be marked late and your submission will be denied. If you will not be turning

in your assignment on the day it is due, contact the instructor immediately by email. Special arrangements may be possible **only** under **EXTRAORDINARY** circumstances.

Each assignment must be answered in 1000 words or less, total. Brevity in covering complex issues is an important professional skill. The instructor will discard excess material without reading it. Written assignments are due as an electronic Word attachment in the appropriate assignment. It is the responsibility of the student to verify that the assignment was properly submitted with the correct attachment. Sakai will send an email verification of submission, if no email is received, check your assignment. Please include the following information on the document: your name, course title, date, assignment title and number, and word count. Points will be deducted if any of this information is missing. Direct quotations and specific concepts from sources other assigned readings must be footnoted. All assignments will automatically be submitted to Turnitin for an originality check of your work. Be sure you accurately cite your sources to avoid plagiarism.

Final Project (20%)

A case study will be assigned to the class as the final project. Students will work on this case in groups assigned by the instructor. The written analysis for the case should be limited to 7 pages. The final report should use double-space, 1-inch margins, and minimum font of 10, and should include a problem statement, analysis (alternative courses of action), and recommendation. See additional guidelines in the Assignment tool under Case Analyses. *Late papers and email submissions will not be accepted.* Please note that groups that do not get full participation from all group members are not excused from submission. Students in each group will be evaluating each group member's contribution and work, these evaluations will have a direct impact on the final project grade for each individual (please see the evaluation form on last page of this syllabus). Grading for the written assignment and final project

- > 9.5-10 Reserved for truly exceptional contributions, at a level not normally expected
- 8.5-9.5 Work that is clearly ahead in terms of research, creativity, and effort
- 8.0-8.5 Work that is competitive and consistent with your peers
- 7.0-8.0 Work that is good but could be improved (basically sound ideas but could be better).
- 6.0-7.0 Work that is average and contains some errors
- <6.0 Failure to appropriately complete the assigned case

Peer Evaluations: *Note that after each group assignment, you will need to submit an anonymous peer evaluation of your members under the "Assignments" tab in Sakai (reference page 6 of this syllabus for the peer evaluation template). This process serves two purposes; 1. to inform the instructor of any serious issues going on in the group and 2. To provide the students with a quality control mechanism for group assignment work. These evaluations may add or subtract from your individual grade based on your group's evaluations of your efforts for each assignment.*

Operating Assumptions and Expectations

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

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

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

In general, clinical terms will not be translated. Students are expected to familiarize themselves with the actual language used by clinicians. The MedlinePlus website is available 24 hours a day, seven days a week here: <http://www.nlm.nih.gov/medlineplus/plusdictionary.html>

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

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Graduate Student Handbook for details). Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community,
pledge to hold ourselves and our peers to the
highest standards of honesty and integrity.*

Policy Related to Class Attendance or Other Work

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.

Statement Related to Accommodations for Students with Disabilities

Students requesting exam accommodations must first register with the Dean of Students Office, which will provide documentation to the student. The student should then provide this documentation to the instructor and Susan White, the online administrator at swhite@ufl.edu.

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

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

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

Purpose of the Final Project

The group project provides the “real-world” experience of working in a group to successfully determine solutions to complex problems. In addition, this project is health care-specific and represents a situation that you may someday face in your career as a health care executive.

One important fact to keep in mind as you prepare a case is that there is no one right answer. Some approaches may work better than others, but there are multiple ways to arrive at a solution to a problem. The critical issue in presenting your findings is to be able to make a cogent argument for the approach you suggest.

A secondary, but still important, purpose of the case analysis is to provide an opportunity for you and your group to present analyses as if you were consultants communicating your findings and recommendations to senior management of the organization in the case study.

How to Prepare for Writing a Case

Here are some suggested steps to take as you prepare the case.

1. **Read the case just to get an overall idea** about the setting, topic, and problem.
2. **Re-read the case and pull out important facts** that may be used to help analyze possible courses of action.
3. **Identify the major problems** in terms of importance.
4. **Identify the root cause of the problem and the factors that contributed to the problem**
5. **Identify alternative courses of action, including constraints on the alternatives.** You should identify the assumptions you made about the problem and about implementing the alternatives
6. **Develop criteria for judging a proposed course of action for each problem**
7. **Select a preferred course of action and defend it,** based upon the criteria you developed.

It may be useful, when assigned a role in the case, to first make assumptions about the priorities of the constituencies represented (or the clients who have hired you). In other words, what would they like to gain in the situation at hand?

The case is intended to give your group the opportunity to apply the concepts most recently covered in class. Feel free, however, to use any of the concepts covered to date as well.

How to work in a group in an online course:

Group work in an online course is conducted electronically between you and your group members. Groups should discuss if they want to meet live or if they are content with asynchronous communications. There are several tools that students will be able to use to facilitate this work, such as phone calls, emails, Skype, Sakai, chat rooms, and discussion boards, feel free to be creative. Each group will have a discussion board that only members of that group can access. Via this discussion board, group members will be free to post messages back and forth to each other, share documents, or set up live meeting times. Students may use the chat room in the course site for short meetings, but all students in the course will have access to the chat room. Each group will also be given a link to a private group Sakai site where all members of the group can meet live, share documents and work on the project with a live voice interaction through a headphone/microphone set. Students may even add a web-cam and “see” each other. Skype is another great resource. This is a free Internet phone/IM service where group members can meet live to share ideas. The link to the group Sakai site will be posted as a post in the group discussion board. And of course there is the common technology method of emailing each other and calling each other. Choose the tool that works the best for all members of the group.

**Health Services Management
Peer Evaluation Form**
Due via the “Assignment Tool” before 11:55PM
with each Group Project/Group-led Discussion
Confidential

CASE GROUP

YOUR NAME

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

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

DEFINITIONS

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

Course Outline

Date	Topic	G&W	B	Other Readings (Subject to Change Throughout the Semester)	Due	Group
January 9	Health Services Organizations	1	1			
January 16, 2011	Martin Luther King Holiday					
January 17	Environmental Influences Governance and Performance	2		Romano Unland Cabrini Hospital - NYC ER Overcrowding		None
January 23	Leadership	4	9,10,11	Drucker; Bruhn,		Group 1
January 30	Decision Making Conflict Management and Negotiation Skills		13, 14	Hayashi, Reich	E1	Group 2
February 6	Groups and Teams		15,16,17	Risser; Connor, Meterko		Group 3
February 13	Physician Organization and Behavior	6		Weber; Shortell; Magnus		Group 4
February 20	Nursing	7		Takase; Armstrong		Group 5
February 27	Stress in the Workplace/ Influence		8,12	Ejaz, Firth-Cozens	E2	Group 6
March 1	Exam#1 (TENTATIVE)					
March 3-10	SPRING BREAK!					
March 12	Motivation		5,6	Pfeffer; Baard		
March 19	Clinical Performance	9		Munn, Kirby, Stevenson		Group 7
March 26	Human Resources			Ighlehart, Weinick, Pozniak		Group 8
April 2	Organizational Culture and Organizational Change	12	17,18	Misiorski; Jones, Weber and Joshi	E3	Group 9
April 9	Diversity Management and Cultural Competency Marketing		2	Weech-Maldonado; Dreachslin; Cox	Final Case Due	
April 16	Exam#2 (TENTATIVE)					