# Course Syllabus
## Introduction to Healthcare Systems Management (34157-001)
### Management and Information Systems; College of Business
### Spring 2014

## Course Information

**Instructor:** Dr. Annette "Bonni" Gill
agill11@kent.edu  (please allow two business days for a response)
(330) 998-4350 until 9p daily

## Required Text (s) and Course Materials:

1) McAlearney, A.S. & Kovner, A.R. (2013). *Health services management: Cases, readings and commentary* (10th ed.). Chicago, Illinois: Health Administration Press. (ISBN: 978-1-56793-490-8)

2) White, K.R. & Griffith, J.R. (2010). *The well-managed healthcare organization* (7th ed.). Chicago, Illinois: Health Administration Press. (ISBN: 978-1-56793-357-4)

**\*Additional readings will be uploaded to Black Board by topic\***

**Course Requirements:** Each student will need an Internet connection and a supported web browser (i.e. Mozilla, Firefox, Safari, Chrome, etc.) to access Blackboard (http://learn.kent.edu).

**Course Structure:** *Introduction to Healthcare Systems Management* is delivered entirely online through the Black Board course management system.  Each student will use his or her Kent State University account to access Black Board.  Online participation and attendance enrich both learning. Online attendance and participation are integral components of the online learning experience.  All members of the learning community should place strong emphasis on active participation in all online activities.  **Failure to engage meaningfully in ALL online discussions/assignments will result in loss of credit for the individual assignment and lower course grades!!!**

**Course Description:**  A common theme among well-managed healthcare organizations is a specific culture and management activities that allow the organization to maintain and sustain excellence over time.   Our current healthcare system is transforming from a system that was quantity based to a system that emphasizes quality. Our current healthcare system demands teamwork and collaboration to better coordinate the care that is delivered while simultaneously making the most judicious use of precious

healthcare resources.   Healthcare managers must be acutely aware of the current healthcare climate/trends and its associated processes.  This course will identify practices that lead to high performance of healthcare organizations and provide an overview of the culture, management, economic and policy issues that face the healthcare, pharmaceutical, biotechnology and medical device industries.

## Course Objectives:   *Introduction to Healthcare Systems Management* will provide students with a basic understanding of our healthcare system. The course describes how various components of the healthcare systems work individually as well as how they function as a whole.  The course will examine organization, function and various roles within the healthcare delivery system.  The course also covers important issues such as healthcare reform and discusses current trends that are likely to influence the direction of the healthcare system in the future.  At the conclusion of the course, students will be able to:

- ➢ Identify the components of the well-managed healthcare organization (HCO) and explain how they work.
- ➢ Analyze how the components of the healthcare systems work independently and together
- ➢ Understand the role(s) and responsibilities of the healthcare manager and how they are influenced by the healthcare organization
- ➢ Articulate the role(s) and function(s) of the healthcare delivery system
- ➢ Analyze the performance of the healthcare delivery system and identify facilitators as well as barriers to its success

## Course Prerequisites: None

## Technical Support:  If you need technical assistance at any time during the course or to report a problem with Blackboard:

- ➢ Visit the Blackboard Student Resource Page

- ➢ Blackboard Technical Support (330) 672- HELP ((4357)

- ➢ Visit http://support.kent.edu to open a support ticket

**Note:  The course syllabus, course assignments and due dates are subject to change. It is the student's responsibility to check Blackboard and emails for instructor changes and updates.   Any changes will be clearly noted through course announcements and by email.**

## Course Schedule

| Week | Date | Topic | Assigned Reading(s) |
|---|---|---|---|
| 1 | 08/25 | Foundations of high-performing HCO's & The manager's role(s) in healthcare | Chapter 1:  White & Griffith<br>Part 1:  McAlearney & Kovner |
| 2 | 09/01 | Cultural Leadership & Managerial & organizational ethics | Chapter 2:  White & Griffith<br>Part 1:  McAlearney & Kovner |
| 3 | 09/08 | Operational leadership & Managing your team | Chapter 3: White & Griffith<br>Part I:  McAlearney & Kovner |
| 4 | 09/15 | Strategic leadership/governance & Missions, objectives and governance | Chapter 4:  White & Griffith<br>Part II:  McAlearney and Kovner |
| 5 | 09/22 | **Group Cases are due by Friday, September 26, 1014 @ 5:00p** | |
| 6 | 09/29 | Foundations of clinical performance & Information and incentives and quality improvement | Chapter 5:  White and Griffith<br>Part II:  McAlearney and Kovner |
| 7 | 10/06 | The physician organization & Organizing and organizational design | Chapter 6:  White and Griffith<br>Part III:  McAlearney and Kovner |
| 8 | 10/13 | Nursing & Hospital services | Chapter 7:  White and Griffith<br>Part III: McAlearney and Kovner |
| 9 | 10/20 | **Group cases are due by Friday, October 26, 2014 @ 5:00p** | |

## Course Schedule (continued)

| 10 | 10/27 | Clinical support services & Managing acute care | Chapter 8:  White & Griffith<br>Part IV:  McAlearney & Kovner |
|---|---|---|---|
| 11 | 11/03 | Beyond acute care to community health & Managing chronic care | Chapter 9:  White & Griffith<br>Part IV:  McAlearney & Kovner |
| 12 | 11/10 | Knowledge Management & Planning and Strategy | Chapter 10:  White & Griffith<br>Part V:  McAlearney & Kovner |
| 13 | 11/17 | **Group Cases are due by Friday, November 21, 2014  @ 5:00p** ||
| 14 | 11/24 | Human resources management & Marketing and organizing for change | Chapter 11:  White & Griffith<br>Part V and VI:  McAlearney & Kovner |
| 15 | 12/01 | **Group Cases are due by Friday December 5, 2014 @ 5:00p** ||

# Course Testing

Part of the course grade will be comprised of quizzes administered throughout the semester.  The quizzes will help to solidify the students understanding of the terms and concepts introduced each week in the assigned readings and case studies.  A good health care manager does not just recite scripted answers, a good health care manager performs; subsequently quizzes will be short answer essay format, based on assigned readings and discussion board forums.

**\*\*All quizzes must be completed by 5:00 pm on the due date\*\***

| Week | Content | Due Date |
|:---:|:---|:---:|
| **3** | Foundation of high-performing HCO's, cultural leadership and operational leadership | **Saturday, September 13, 2014** |
| **7** | Strategic leadership, governance, clinical performance and the physician organization | **Saturday, October 11, 2014** |
| **11** | Nursing, clinical support services, acute care and community care | **Saturday, November 8, 2014** |
| **15** | Knowledge management and human resources management | **Saturday, December 6, 2014** |

Kent State University                                    College of Business Administration

# Course Assignments

Course assignments are designed to reinforce the didactic component of the course, promote analysis of the subject matter, foster critical thinking and move the student toward a true understanding of the role of the health care manager.

The health care environment that forms the backdrop for any health care manager is as diverse as the group of health care professionals who populate the environment. Despite this diversity there is one constant underpinning that is characteristic of every health care environment; interaction between health care professionals through collaboration and teamwork.

Interprofessional collaboration is blending of professional cultures. In addition to improving patient outcomes, this collaborative process fosters knowledge sharing among professionals. Dialogue and knowledge sharing promotes a greater understanding of and respect for the individual roles of each team member.

Teamwork is necessary for the effective delivery of health care. Today's health care consumer has complex needs that typically cannot be met by one professional discipline alone. The Affordable Care Act will introduce 45 million previously uninsured or under insured consumers into the health care system. Subsequently they will bring with them a myriad of chronic disease states and co-morbidities that will compound provision of effective care even further, making collaboration among health care disciplines a vital part of coordinated care. Interprofessional collaboration is essential in meeting the six aims of the Institute of Medicine, providing health care that is patient-centered, safe, timely, efficient, effective and equitable.

It is vital that every health care manager understands and embraces the necessity for teamwork and collaboration in order to support the mission and values of the HCO and to meet organizations goals and objectives. Therefore, **40% of the overall course grade** is based on teamwork and collaboration with your colleagues. The groups assignments will allow us to learn from one another, share dialogue, exchange knowledge, and promote collective action toward a common goal!

Students will be randomly assigned to groups of four to complete group case studies. All group work will be completed through threads created in Blackboard. Each group will submit **ONE** case study. Case studies should be in APA format and submitted in the form of a word document so that "Track Changes" can be utilized for grading. Each case study should be at least 3 but no more than 5 pages excluding references. Case studies must be supported by at least three evidenced-based references no older than 2010, which should be posted with the word document.

All students will receive the same grade for the group work so it is imperative that the organizational design of each group supports a culture that emphasizes professional integration, accountability, and adaptation (underpinnings of health care management). It is also crucial that the unique perspective, knowledge and skillset of each group member be not only recognized but also embraced by the other members of the group so that creativity, open dialogue and knowledge sharing will occur freely.

**\*Students are advised that as we progress through the semester, the online learning community will introduce knowledge or research found outside the assigned readings. Assignments may vary from syllabus postings in an effort to provide a more comprehensive view of the subject matter and to enhance the overall learning experience. \***

# Course Assignment Schedule

| Week | Date | Discussion Board | Case Study |
|------|------|------------------|------------|
| 1 | 08/25 | Discuss the six components of health care management<br>Why do high performing HCO's strive for transformational management style? | Case A:  The new faculty administrator |
| 2 | 09/01 | Discuss evidenced-based management. How does it impact cultural leadership? What is the best way to answer an associate who says, "We've always done it this way I don't see why I should change"? | Case B:  The Associate Director and the Controllers |
| 3 | 09/08 | How do incentives constrain the implementation of evidenced-based management?<br>How do effective managers obtain "buy-in" from clinicians and associates within the HCO? | Case A and B continued |
| 4 | 09/15 | Should every community have it's own HCO or should hospitals be more like Wal-Mart? | Case A and B Continued |
| 5 | 09/22 | **Group Cases due Friday 09/26 @ 5p** | |
| 6 | 09/29 | How can Baldridge criteria be used to improve care in all HCO's?<br>Why should clinical performance focus on outcomes? Why are six | Case D:  Moving the Needle: Managing Safe Patient Flow at Yale-New Haven Hospital |

| | | dimensions of measurement necessary? Why is it important that medical diagnosis be a heuristic proses? | |
|---|---|---|---|
| **7** | 10/06 | What would you recommend to reduce medical errors in a HCO? What is the relationship between physician leaders of the service lines and the medical staff organization and the CMO? | Case G: Improving Organizational Development in Health Services: Who, What and Where? |
| **8** | 10/13 | How would you ensure an adequate supply of nurses in your organization? Why are APN's being used in healthcare settings instead of physicians? | Case D and G continued |
| **9** | 10/20 | <span style="color:red">**Group Cases due Friday 10/24 @ 5p**</span> | |
| **10** | 10/27 | How do excellent HCO's address the problems associated with the logistics of patient care (i.e. coordination of care, scheduling)? What are the best ways to diminish process failures on the front lines of health care? | Case L: It's a Balancing Act: Improving Clinical Operations at Blackwell Medical Center |
| **11** | 11/03 | Several physicians who operate as a primary service line would like to move toward implementing a patient-centered medical home. What are some questions for | Case K: Getting from Good to Great: Nursing and Patient Care |

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|---|---|---|---|
| | | consideration? What are the facilitators and barriers to better teamwork among physicians and nurses? | |
| **12** | 11/10 | **No Discussion Board** | Cases L and K continued |
| **13** | 11/17 | **Group Cases due Friday 11/21 @ 5p** | |
| **14** | 11/24 | **No Discussion Board** | Case Q:  Whose Hospital? Case R:  What More Evidence Do You Need? |
| **15** | 12/01 | **Group Cases due Friday 12/05 @ 5p** | |

# Course Grades

Final course grades will be based on the percentage of total points earned over the course of the semester. The maximum number of points possible for the semester is 1000. Points can be earned through **10 Discussion Boards (400 points or 40%), 4 Group Case Studies (400 points or 40%)** and **4 Quizzes (200 points or 20%).**

| Grade | Points | Percentage |
|:-----:|:------:|:----------:|
| **A** | 900-1000 | 90-100 |
| **B** | 800-899 | 80-89.9 |
| **C** | 700-799 | 70-79.9 |
| **D** | 600-699 | 60-69.9 |
| **F** | 0-599 | 0-59.9 |

**Students should be advised that all grades are EARNED NOT GIVEN; therefore, no grades will be rounded!!**

# Course Policies

**Discussion Board:**   *Introduction to Healthcare Systems Management* is delivered entirely online.  Discussion Board (DB) is the "class participation" portion of the course and is worth 40% of the overall course grade.   While DB is a substantial portion of the course grade, the goal of DB is to promote dialogue among members of the online learning community which will in turn foster learning with and from each other. DB will consist of two extended response questions based on the weekly reading assignments.  There are eleven (11) DB forums listed in the syllabus.  Each member of the online learning community should complete each of the eleven DB assignments.  At the end of the semester the student will have the option of dropping the lowest DB grade. If the student has received 90% or higher on **ALL** forums, the student will have the option of applying 10 bonus points from the extra forum to the overall course grade.  DB will open on Sunday. Initial responses to discussion board should be posted by Wednesday of the same week. In addition each member of the online learning community is expected to post at least two (2) peer responses by Friday of the same week. The rules of netiquette should always be applied when making initial and peer postings.   An instructor response will be posted to the entire online learning community by Thursday. The instructor response is designed to enhance the didactic content for the week; therefore, it may contain additional readings and references designed to benefit the entire online community. **All members of the online learning community are expected to participate fully and substantively in all discussion board forums.**

**Late Work:**   Please pay close attention to assignment due dates.  There will be no make up assignments.  Assignments will not be accepted after the scheduled due date unless there is a compelling reason and prior instructor approval.  Group project should be handed in by the due date even if a group member fails to deliver his/her portion of the project.

**Online Grading:**   Points earned for assignments, tests and DB will be posted to Blackboard.  Students can access individual grades by clicking on the "My Grades" tab from the navigation bar located down the left side of the screen.  Grades will be updated within a week of assignment completion.
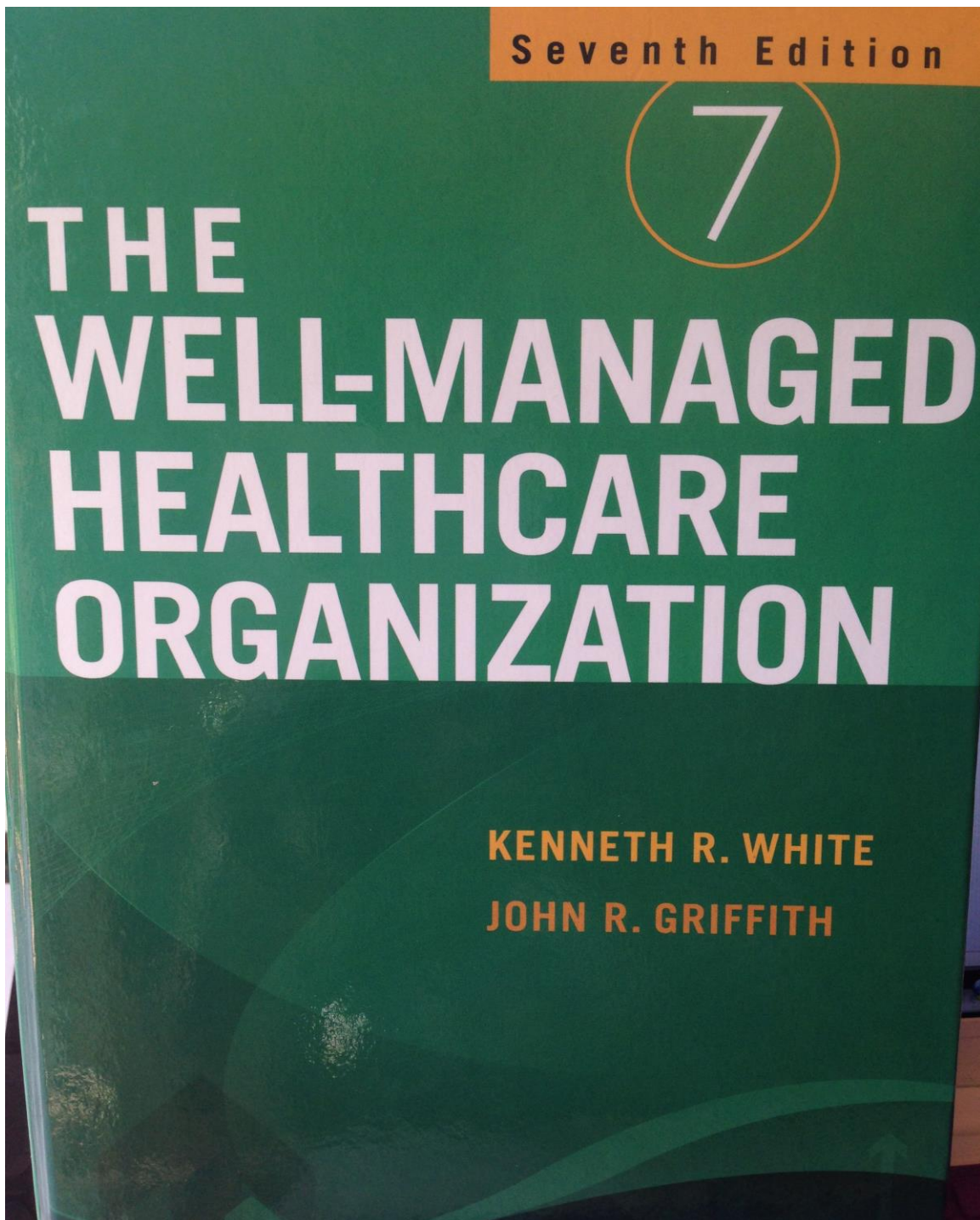
# University Policies

**Course Enrollment:**  Students have the responsibility to ensure they are properly enrolled in classes.  You are advised to review your official class schedule (using Student Tools on FlashLine) during the first two week of the semester to ensure you are properly enrolled in this class and section.  Should you find an error in your class schedule, you have until Sunday, September 7, 2014 to correct the error.  If registration errors are not corrected by this date and you continue to attend and participate in classes for which you are not officially enrolled you are advised now that you **will not** receive a grade at the conclusion of the semester for any class in which you are not properly registered.

**Course Withdrawal:**  The last date to withdraw from any course that meets for the full semester is Sunday, November 2, 2014.   Students who withdraw after this date will receive a grade of **W.**

**Students with Disabilities:**  University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content.   If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments.  Please note, you must verify your eligibility for these accommodations through **Student Accessibility Services** (contact 330-672-3391 or visit http://www.kent.edu/sas/index/cfm)

**Academic Honesty:**  Cheating means to misrepresent the source, nature or other conditions of your academic work (e.g. tests, papers, projects, assignments) so as to get underserved credit.  In addition, it is considered to be cheating when one cooperates with someone else in any such misrepresentation.  The use of the intellectual property of others without giving them appropriate credit is a serious academic offense.  It is the University's policy that cheating or plagiarism result in receiving a failing grade for the work or course.  Repeat offenses result in dismissal from the University.

**Required Text Books**

# Required Text Books