





<p><b>HCA 703</b>  <b>Management of Health Services Organizations and Systems</b></p>			
	<p><b>COURSE SYLLABUS</b>  <b>Spring 2015, Section 1001</b>  <b>Wednesday 7 – 9:45pm</b>  <b>Room BHS 208</b></p>		
<p><b>INSTRUCTOR INFORMATION</b></p>			
<p><b>Instructor:</b></p>	<p>Darren Liu, Dr. P.H.</p>	<p><b>Telephone:</b></p>	<p>702.895.5282</p>
<p><b>Office:</b></p>	<p>BHS 532</p>	<p><b>E-mail:</b></p>	<p>darren.liu@unlv.edu</p>
<p><b>Office Hours:</b></p>	<p>Tuesday 10 to 4pm (by appointment)</p>		
<p><b>COURSE MATERIALS</b></p>			
	<p>Lawton Burns, Elizabeth Bradley, Bryan Weiner: <b>Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior</b>, 6th Edition, Albany, NY: Delmar Publishers, 2012. ISBN-10: 1435488180; ISBN-13: 9781435488182</p>		
<p><b>COURSE DESCRIPTION</b></p>			
<p>This is a 3-credit hour graduate course that will be using a blended approach (Hybrid) for this semester. The majority of the instruction will be delivered electronically by using UNLV Web Campus. The face-to-face component will also be mandatory for all students. This course is intended for students interested in developing a systematic understanding of theories and practices of management in health service organizations and systems. While based on state-of-the-art organizational theory and research, the emphasis is on application. In particular, class participants will be analyzing and evaluating the management functions and roles, organizational theories, behavioral perspectives and health care policy issues as they apply to health services management.</p>			
<p><b>LEARNING OUTCOMES</b></p>			

Upon completion of the course, it is expected that students will be able to:

1. Understand the health care manager's role and relationships
2. Understand the major employee motivation concepts, theories and practices, and how they apply to motivating health care workers
3. Comprehend the major organizational leadership perspectives, concepts and practices, and how they apply to leading health care professionals
4. Understand how organizational groups and teams function, and how to manage them in health care organizations (HCOs)
5. Comprehend basic concepts and practices of interpersonal and organizational communications, and how they apply in HCOs
6. Understand the basic approaches to work design, and how they apply in HCOs
7. Comprehend basic concepts and practices of organizational power and politics, and how they apply in HCOs
8. Have an overview of the major organizational theories, and how they apply in HCOs
9. Comprehend basic organizational design frameworks and concepts, and how they apply in HCOs
10. Understand the basic dynamics of organizational change and managing change, and how they apply in HCOs
11. Understand the basic principles, concepts and practices of continuous quality improvement, and how they apply in HCOs

Students will be required to take pre and post academic assessment tests to help to ensure that the course met these learning outcomes. These tests will not be graded, but students will not be able to complete the course until they take the tests.

### COMPETENCIES

Please refer to the WebCampus "Competencies for UNLV HCAP MHA program".

### COURSE EVALUATION

#### EVALUATION:

Activities	Points
Attendance/Class participation	100
Application article discussions (30 pt x 12)	360
Quizzes (100 pt x 3)	300
Group presentation	240
<b>Total</b>	<b>1,000</b>

#### GRADING SCHEME:

A [ <b>&gt;930</b> ]	B- [ <b>800 - 829</b> ]	D+ [ <b>670 - 699</b> ]
A- [ <b>900 - 930</b> ]	C+ [ <b>770 - 799</b> ]	D [ <b>630 - 669</b> ]
B+ [ <b>870 - 899</b> ]	C [ <b>730 - 769</b> ]	D- [ <b>600 - 629</b> ]
B [ <b>830 - 869</b> ]	C- [ <b>700 - 729</b> ]	F [ <b>&lt;600</b> ]

### Attendance/Class participation:

The participation points will be based on each student's in-class and online activities. Factors to be considered may include: 1) does the student read majority of the posts of the online discussions? 2) does the student post their information at the last minute (which does not allow peers to provide feedback in time)? 3) does the student actively participate in in-class discussions?

### Application article discussions:

There will be 12 application articles that involve identifying various components of the health care management. Each week's discussion contributes maximum 30 points to the final score.

Original Post – Answer to application articles including a reflection question in the end. You need to answer each questions of the assigned article of the week, and include a reflection question for your peers to discuss. Although no word limitation, your post need to be original, thought provoking and supported by the text or other references.

Response Post to Peers - Students are also required to reply to at least ONE of peer students' Reflection Question. The deadline is the end of the same week (Sunday).

For the grading of discussions, please refer to the grading rubrics in the discussion forum.

### Quizzes:

There will be a total of 3 quizzes (Q1 to Q3). Each quiz consists of 40 multiple-choice questions. Each question has a point value of 2.5 so that each quiz has a possible point score of 100 points. You are expected to complete all questions without any assistance of your classmates or other individual(s). Quizzes will be conducted using the UNLV Web Campus online system. Quizzes will be based on the required readings. Each quiz is timed; you will have 60 minutes to complete it. It must be taken in one sitting. Details on quiz dates and times are located on the course schedule and of course on the assessment tab. You can use your textbook during the quiz.

### Group presentation:

The purpose of group presentations is to allow students to learn about a new health care management approach; a current health care system trend that affects health care management; or a recent health care management case study that reflects current management practices. The topics are organized into 3 major areas (1. managerial role, motivation, and leadership, 2. communications, politics, innovation and quality, 3. organizational change, design and performance). A detailed guideline can be found under CLASS ACTIVITIES section.

## COURSE SCHEDULE

This course includes five Learning Modules, which provides contents guiding students to study topics for each week (Go to **Learning Modules** tab on the Web Campus).

Dates	Topics	Assignments
<b>Module I</b>		
<b>Jan 21-27 (IN-CLASS)</b>	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>• Introduction of course topics</li> <li>• Are health care organizations unique?</li> </ul>	First class meeting! <ul style="list-style-type: none"> <li>• Get familiar with WebCampus system</li> <li>• Read the syllabus carefully</li> </ul>
Jan 28-Feb 3	<b>CHAPTER 1: The Management Challenge of Delivering Value in Health Care</b> <ul style="list-style-type: none"> <li>• US Health Care System &amp; the Iron Triangle</li> <li>• History of Management Theory</li> <li>• Leadership roles in Health Care Organizations</li> <li>• Globalization</li> </ul>	Application article Deadline: 2/03 (11:59pm)
<b>Module II</b>		
<b>Feb 4-10 (IN-CLASS)</b>	<b>CHAPTER 2: Leadership and Management: A Framework for Action</b>	
Feb 11-17	<b>CHAPTER 3 &amp; 4: Organization Design and Coordination; Motivating People</b> CHAPTER 3 <ul style="list-style-type: none"> <li>• Why Is Organization Design Important?</li> <li>• Twin Structural Issues: Differentiation and Integration</li> <li>• Coordination at the Macro Level</li> <li>• Micro-Level Coordination</li> </ul> CHAPTER 4 <ul style="list-style-type: none"> <li>• Motivation and Management</li> <li>• The “What” and “How” of Motivation</li> </ul>	Application article Deadline: 2/17 (11:59pm)
<b>Module III</b>		
<b>Feb 18-24 (IN-CLASS)</b>	<b>CHAPTER 4 &amp; 5: Motivating People (cont'd.); Teams and Team Effectiveness in Health Services Organizations</b> CHAPTER 4 (cont'd.) <ul style="list-style-type: none"> <li>• Process Perspectives</li> <li>• Motivating Health Care Professionals</li> <li>• Motivational Problems</li> </ul> CHAPTER 5 <ul style="list-style-type: none"> <li>• Types of Teams in Health Care</li> <li>• A Typology of Teams in Health Care</li> <li>• Understanding Team Performance</li> <li>• A Model of Team Effectiveness</li> </ul>	Application article Deadline: 2/24 (11:59pm)  <b>Quiz 1 (ch.1-5)            Deadline: 2/24 (11:59pm)</b>
Feb 25-Mar 3	<b>CHAPTER 6 &amp; 7: Communication; Power, Politics, and Conflict Management</b> CHAPTER 6 <ul style="list-style-type: none"> <li>• Who Says What to Whom?</li> <li>• Barriers to Communication</li> </ul>	Application article Deadline: 3/03 (11:59pm)

	<ul style="list-style-type: none"> <li>• Stakeholders</li> <li>• Tools for Managing Organizational Communication</li> <li>• Social Networks and Social Media</li> <li>• Communication Networks</li> <li>• Organizational Politics</li> <li>• Communication as a Leadership Art</li> </ul> <p>CHAPTER 7</p> <ul style="list-style-type: none"> <li>• The Uses of Power in Organizations</li> <li>• Key Power Relationships in Health Care Organizations</li> <li>• The Political Nature of Power</li> <li>• The Abuse of Power in Health Care Organizations</li> <li>• Power as a Key Source of Conflict</li> <li>• Types of Conflict</li> <li>• Common Mistakes in Thinking about Conflict</li> <li>• Key Conflict Management Strategies</li> </ul>	
<b>Module IV</b>		
<b>Mar 4-10 (IN-CLASS)</b>	<p><b>CHAPTER 8: Complexity, Learning, and Innovation</b></p> <ul style="list-style-type: none"> <li>• Health Care Organizations as Complex Systems</li> <li>• Complexity and Feedback: A Closer Look</li> <li>• Organizational Learning</li> <li>• Innovation and Learning</li> <li>• Managing Complexity, Learning, and Innovation</li> </ul>	<p>Application article Deadline: 3/10 (11:59pm)</p> <p>Midterm (1-7) Deadline: 3/10 (11:59pm)</p>
Mar 11-17	<p><b>CHAPTER 9: Improving Quality in Health Care Organizations</b></p> <ul style="list-style-type: none"> <li>• Quality Improvement in Healthcare</li> <li>• Quality Measurement and Quality Improvement</li> <li>• Approaches to Quality Improvement</li> <li>• Getting to Higher Quality and Quality Improvement</li> <li>• Applying Quality Improvement Frameworks</li> </ul>	<p>Application article Deadline: 3/17 (11:59pm)</p>
Mar 18-24	<p><b>CHAPTER 10: Strategic Thinking and Achieving Competitive Advantage</b></p> <ul style="list-style-type: none"> <li>• Strategic Management</li> <li>• Values, Mission, and Vision</li> <li>• Strategy and Health Care</li> <li>• Business Models</li> <li>• Evaluation of Organizational Environment</li> <li>• Internal Resources: A Source of Competitive Advantage</li> <li>• Use of Generic Strategies</li> </ul>	<p>Application article Deadline: 3/24 (11:59pm)</p>
<b>Module V</b>		
<b>Mar 25-31 (IN-CLASS)</b>	<p><b>Chapter 11: Managing Strategic Alliances</b></p> <ul style="list-style-type: none"> <li>• Alliances in Health Care</li> <li>• Types and Forms of Alliances</li> <li>• What Are Alliances Meant to Do?</li> <li>• The Alliance Process: A Multistage Analysis</li> <li>• Frameworks for Analyzing Alliance Problems</li> <li>• Alliance Capabilities and Performance Drivers</li> </ul>	<p>Application article Deadline: 3/31 (11:59pm)</p> <p><b>Quiz 2 (ch.6-10) Deadline: 3/31 (11:59pm)</b></p>
Apr 1-7	<i>Spring Break (Mar 30 – Apr 4)</i>	
Apr 8-14	<p><b>Chapter 12: Health Policy and Regulation</b></p> <ul style="list-style-type: none"> <li>• Federal Policy and Regulation</li> <li>• State Policy and Regulation</li> </ul>	<p>Application article Deadline: 4/14 (11:59pm)</p>

	<ul style="list-style-type: none"> <li>Organizational Strategies for Regulatory Compliance</li> <li>Recent Policy and Regulatory Initiatives</li> </ul>	
Apr 15-21	<b>Chapter 13: Health Information Systems and Strategy</b> <ul style="list-style-type: none"> <li>Historical Overview and Today's Health Information Technology Landscape: A National Perspective</li> <li>Factors Driving Demand for Health IT and Current Adoption Rates</li> <li>Adoption Rates of Health Information Technology</li> </ul>	Application article Deadline: 4/21 (11:59pm)
Apr 22-28	<b>Chapter 14: Consumerism and Ethics</b> <ul style="list-style-type: none"> <li>Consumerism: Concepts and Challenges</li> <li>Health Care Reimbursement and Consumerism</li> <li>The Role of Consumers in Health Management</li> <li>Retail Medicine</li> <li>Ethical Considerations in Health Care</li> </ul>	Application article Deadline: 4/28 (11:59pm)
Apr 29-May 5	<b>Chapter 15: Globalization and Health: The World is Flattening</b> <ul style="list-style-type: none"> <li>How Flat Is The World of Health Care?</li> <li>The Flow of Patients across International Borders</li> <li>The Flow of Health Workers across Borders</li> <li>The Flow of Policy Instruments and Management Practices Across Borders</li> </ul>	Application article Deadline: 5/05 (11:59pm)
May 6-12	<b>Study week</b>	Quiz 3 (ch.11-15) Deadline: 5/12 (11:59pm)
May 13 <b>(IN-CLASS)</b>	<b>Group presentation</b>	

## CLASS ACTIVITIES

### Application articles:

Dates	Articles	Class Questions
2/03	The 10 most common myths about leadership	1. How are management and leadership different? 2. Is leadership easier than management? 3. What does it take to be a leader?
2/17	Facing change in an organization	1. What are the 6 steps in managing change? 2. Why do employees resist change? 3. What are some ways get employees to buy into a change?
2/24	It takes a team: building relationship and achieving results	1. What are the 4 steps in creating a team-based environment? 2. What are the 4 core leadership styles? 3. What role does each style play in a team?

3/03	Take the lead or take your chances: engaging physicians in pay-for-performance	1. What is pay-for-performance (P4P)? 2. Why is physician P4P needed? 3. What kind of performance will physicians be paid for? 4. What are some ways to get physicians to participate in P4P? 5. What are the current challenges to implementing P4P?
3/10	Disseminating innovations in health care	1. What are the 3 basic clusters of influence that correlate with the rate of spread of change? 2. How is the underlying population of adopters classified? 3. What can health care executives do to accelerate the rate of diffusion of innovations within their organization?
3/17	Engaging physicians: how the team can incorporate quality and safety	1. Why is it important to engage physicians in hospital quality improvement? 2. What are the six ways to engage physicians? 3. What are the 5 leadership styles to engage physicians?
3/24	Enhancing your public image	1. Why is public image important for a health services organization? 2. What can a manager do to enhance their organization's public image?
3/31	Strategic plan modeling by hospital senior administration to integrate diversity management	1. What is an effective way for diversity effort to work? 2. What are the two broad categories of practice suggested by management and organizational theorists regarding strategic plan modeling? 3. What are the implications regarding diversity and the health care industry?
4/14	Narrowing the gender gap in healthcare management	1. What is the gender gap in healthcare management? 2. Why is there a gender gap in healthcare management? 3. What can be done to narrow the gap?
4/21	Some Unintended Consequences of Information Technology in Health Care	List 3 questions that you think are most important in this article and answer them as you did in the previous weeks.
4/28	Managing in the context of healthcare's escalating technology and evolving culture	List 3 questions that you think are most important in this article and answer them as you did in the previous weeks.
5/05	Medical tourism: the trend toward outsourcing medical procedures to foreign countries	After read this article, you should have some thoughts regarding medical tourism. Write down any questions/concerns you may have and find another article/online resources that can be used to address your concerns.

### Group Presentation Guidelines:

Your group will select up to 5 articles that reflect the course topics to which the articles pertain. These are the major tasks for the presentation:

1. Students need to pair up with another student (two in a group).
2. Student pairs need to select articles from peer review journals and present those articles to the class regarding management approach, health care system trend, or case study.

*For health care management approach article presentations:*

- a. Describe the management approach, and explain what health care problem(s) the approach was designed to

address;

- b. Give at least one example of how the approach could be applied in a real health care management situation;
- c. Explain the major barriers to implementing this approach;
- d. Critique the article in terms of the quality of the article and the relevance of the article to the course.

*For health care system trend article presentations:*

- a. Describe the health care system trend, and explain why this is a current trend;
- b. Explain how this trend impacts health care management;
- c. Explain how this trend might affect health care management in the future;
- d. Critique the article in terms of the quality of the article and the relevance of the article to the course.

*For case study article presentations:*

- a. Describe the major issue(s) that face the health care organization(s) in this case;
- b. Describe how the organization(s) dealt with the major issue(s);
- c. Explain how effective the organization(s) was in addressing the issue(s), including the evidence for effectiveness and your evaluation of the evidence;
- d. Critique the article in terms of the quality of the article and the relevance of the article to the course.

- 3. Students should use both class handouts and audio-visual aids in their presentations.
- 4. The presentations will be graded on two general criteria:
  - a. How well the students follow the above guidelines for their presentation;
  - b. The criteria on the 'Class Presentations Evaluation'.
- 5. Each group needs to meet with the instructor to discuss about your potential topic for final presentation. For the first meeting, you will provide a one page brief summary about your interested topics. During the second meeting, you will provide a one page brief summary of what your group has researched after last meeting. In the following meetings, which can be done through emails, you will provide an outline of your proposed topic with some details that address issues covered in the first two meeting. The first two meetings are mandatory and need to be done by April 14. Failure to do so will result in the loss of your group presentation points.

### Class Presentation Evaluation

Student(s):

Topic:

Date:

Rate the student presentation on the following criteria:

	low		high		
Organization and logical flow	1	2	3	4	5



Clarity and understandability	1	2	3	4	5
Presenter ability to summarize topics	1	2	3	4	5
Presenter knowledge of topic	1	2	3	4	5
Presenter use of own words	1	2	3	4	5
Incorporation of supplemental information	1	2	3	4	5
Use of audio-visuals	1	2	3	4	5
Leading of class discussion (if applies)	1	2	3	4	5
Coverage of required topics (if applies)	1	2	3	4	5
Overall	1	2	3	4	5
Comments:					

### CLASS POLICIES

1. Late submission of assignments is not permitted (i.e., they will result in a zero) without explicit approval from the instructor in advance of the deadline. All approved late submissions may receive point deductions.
2. Individual student performance and test results cannot be discussed over the telephone or by email and may not be released to anyone other than the respective students. Therefore, students must schedule appointments to address individual issues of concern.
3. All dates, assignments, and elements in the syllabus are tentative, and can be changed at the discretion of the professor.
4. Your grade is what you earned in this class. Do not try to negotiate a higher grade. If you earned 899 points, you earned a grade of B+. Do not attempt to persuade your instructor to give you a break and bump you up to a higher grade.
5. Students are expected to complete all modules, quizzes and assignments. If you repeatedly miss quizzes and assignments for any unexcused reasons, you will receive 0 point for each quiz or assignment missed since you will not be able to retake or resubmit it. The instructor has the right to determine whether your missing is excused or unexcused based on the evidences you have provided unless otherwise defined by the university's policies.

### UNLV POLICIES

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and

are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

**Copyright** – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://provost.unlv.edu/copyright/statements.html>.

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-985-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor before or after class to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not reasonably be avoided. For additional information, please visit:

<http://catalog.unlv.edu/content.php?catoid=4&navoid=164>.

**Incomplete Grades** – The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring** – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: <http://academicsuccess.unlv.edu/tutoring/>.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail** – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.