PAD 5935-03: HEALTHCARE MANAGEMENT
FALL 2013
TUESDAYS, 5:30-8:15 PM
BEL 003

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COURSE DESCRIPTION

This course is designed to understand management in healthcare organizations including hospitals, nursing homes and other larger health care agencies. This course includes a description of healthcare system; an understanding of healthcare organization; concepts and methods of health management; and the application of these concepts and methods using case studies.

LEARNING OBJECTIVES

- Understand healthcare system and how it is organized.
- Understand the context of healthcare organizations: the component parts and how they fit together.
- Understand basic management principles and skills and apply them to case problems.
- Develop tools, capacity, and interest in continued learning about healthcare management.
- The way in which healthcare organizations are organized and governed.
- Be able to use evidence-based management in health care.

TEXTBOOKS AND READINGS


Journal articles and other readings (posted in Blackboard (BB))
COURSE REQUIREMENTS AND GRADING

Students are expected to read and reflect upon assigned readings and prepared to discuss them. Grades will be based on the following requirements:

- Three Case Analyses (3 × 10% = 30%): (4-page double-spaced)
- Weekly Critique of Readings and Participation (10%): (1-page single-spaced)
- Presentation and Final Paper (30%) (15-page double-spaced excluding references)
- Final Exam (30%)

Letter grades will be assigned according to the following point totals: A=94 or higher; A-=90-93.99; B+=87-89.99; B=83-86.99; B-=80-82.99; C+=77-79.99; C=73-76.99; C-=70-72.99; D+=67-69.99; D=63-66.99; D-=60-62.99; F= less than 60.

ACADEMIC HONOR CODE

The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Please see the following web site for a complete explanation of the Academic Honor Code.
http://www.fsu.edu/Books/Student-Handbook/codes/honor.html

STUDENTS WITH DISABILITIES

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center at 644-9566, sdrc@fsu.edu, or visit the web site at http://www.disabilitycenter.fsu.edu/
COURSE SCHEDULE

Session 1 (August 27, 2013)

Course Introduction: Expectations/Syllabus

Health Care Access, Cost, Quality

Session 2 (September 3, 2013)

Healthcare Institutions and Trends


Public Health Policy: Affordable Care Act (BB)


Session 3 (September 10, 2013)

Public Health Policy: Medicare, Medicaid & S-CHIP (BB)


Kronick R, Gilmer TP. (2012) "Medicare And Medicaid spending variations are strongly linked within hospital regions but not at overall state level." Health Affairs, 31(5): 948-55.


**Session 4 (September 17, 2013)**

**Competition and Managed Care (BB)**


**Medical Technologies and Possible Futures (BB)**


**Session 5 (September 24, 2013)**

**Healthcare Management: The Role of the Manager**

M&K Overview, pp.xxxv-xlii.

M&K Part I, pp.3-35.
**M&K Case B: The Associate Director and the Controllers, pp.50-58.**


**Session 6 (October 1, 2013)**

Healthcare Management: Control and Governance I.


W&G Chapter 2: Cultural Leadership, pp.39-68.

**M&K Case E: Reducing Healthcare-Associated Infections at Academic Medical Center: The Role of High-Performing Work Practices, pp.117-127.**


**Session 7 (October 8, 2013)**

Healthcare Management: Control and Governance II.


W&G Chapter 4: Strategic Leadership: Governance, pp.103-140.

**M&K Case F: Developing Performance Management, pp.127-145.**


**Session 8 (October 15, 2013)**
Healthcare Management: Incentives and Quality Management


*M&K Case I: Selling an Evidence-Based Design for Waterford Hospital, pp.194-202.*


**Session 9 (October 22, 2013)**

The Production of Medical Work


*M&K Case G: Improving Organizational Development in Health Services, pp.195-203.*


Session 10 (October 29, 2013)

Managing Doctors


Session 11 (November 5, 2013)

Managing Hospital Work

W&G Chapter 7: Nursing, pp.219-249.

*M&K Case K: Getting from Good to Great: Nursing and Patient Care, pp.277-287.*


Session 12 (November 12, 2013)

W&G Chapter 9: Beyond Acute Care to Community Health, pp.281-316.


Session 13 (November 19, 2013)

Public Health Program Budgeting


**Session 14 (November 26, 2013)**

Student Presentation

**Session 15 (December 3, 2013)**

Student Presentation

*Final Paper is due on Dec 6, 2013 by 5:00 PM (both e-copy and hardcopy).*

*Final Exam: 5:30-7:30 PM on December 10, 2013: A study guide will be distributed.*
Solving a case is much like solving any problem. First, the issues are defined, information is gathered, and alternatives are generated, evaluated, selected and implemented. The following set of steps might be helpful in your analysis:

1. **Summarize the facts, organize the information, and classify the information into groups of available data and gaps in data.** Illustrative categories might include but not be limited to: expectations about the organization by stakeholders, financial performance indicators, internal organizational strengths or weaknesses, and environmental issues, demands and challenges. Getting the facts may mean performing analyses, such as financial analyses, with the data presented in the case.

2. **Infer other information from the facts.** For example: Who are the major players and what are their perspectives and interrelationships? What are the critical issues as defined by the key players? How does the influence of the player affect or alter the importance of the issue?

3. **Identify themes, issues, and problems raised by the case.** Generally, the cases have many issues that can be addressed. Some are more important than others. Cull out and prioritize the important issues. Questions to contemplate might include: Why do these problems exist? Who needs to be involved in the solution? From where will support or resistance come in resolving the issue? To what extent are the necessary solutions long or short term? To what extent are these system problems or people problems?

4. **Generate alternatives to solve the problem or address the issues.**

5. **Evaluate the alternatives.** Examine the rationale and data to support each alternative. Criteria helpful in evaluating alternatives include judging the alternative’s relative merits and suitability in solving a problem. Questions to guide decision-making might include: Which alternative provides the greatest benefits? What are the relative costs of each alternative? Is there consistency of choices with organizational mission, culture, philosophy, objectives? Is there consistency of skill mix and organizational competency to carry out recommended action? How acceptable are the possibilities to the internal and external stakeholders? What are the expectations of support or resistance?


You need to submit three (3) cases during the course. The cases will be turned in on the day of the class. Late submission will not be accepted. Cases are to be no more than 4 pages long, double-spaced in 12-point font.
In preparing the cases, the student will address the questions posed in the case description. In support of the case analysis, cases may require that applicable theory and learning from the readings and class sessions be integrated into the write-up. Writing should be clear, concise, demonstrating strong written English in terms of grammar, syntax and format of the case. The key to successful communication is to be able to articulate ideas clearly and concisely.

Cases will be evaluated based upon the student’s:
- demonstrated understanding of the case and the issues involved, including an objective assessment of the situation from all points of view
- application of readings and theory
- the logical implications indicated
- the student’s ability to defend recommendations
- quality of written communication including grammar, diction, syntax and spelling. Be sure to proofread. Spell check does not identify incorrectly used words of typos that are still words.

FINAL PAPER & CLASS PRESENTATION

Each student needs to submit a 15-page final paper. The student should choose a topic that is related to public health management. During the last two class sessions, a student needs to make a 10-minute presentation on his/her final paper.

General Format of the Paper

1. Introduction
2. Background and Literature Review
3. Research Questions
4. Analysis
5. Conclusion
6. Recommendations
7. Implication