

Course	HLTH 5000 / JC / Organization and Management in Health Administration
Term	Spring 2, 2010 – Saturday #2 – 8:00 am – 5:00 pm 3/20, 4/3, 4/17, 5/1, 5/8 (1pm – 5pm)
Instructor	Name: Brian McElyea Home Phone: (904) 449-4032 Email: brianmceleyea29@webster.edu
Catalog Description	This course explores the many different methods of healthcare delivery, their respective financing, and the implications for managing in different types of health service organizations. Emphasis is placed on the role of the manager in directing and guiding these different types of health service organizations.
Prerequisites	None Required
Course Level Learning Outcomes	<ul style="list-style-type: none"> • Students will be able to discriminate among health service organizations by function and by patient acuity level. • Students will be able to identify and describe the roles of managers, physicians, and allied health professionals in health service organizations. • Students will be able to compare the various health service organizations according to their respective financing, service breadth and depth, and competitive posture.
Materials	<p>Griffith, John R. and White, Kenneth R. (2007). The Well-Managed Healthcare Organization. (6th Edition). Health Administration Press. Chicago, IL ISBN-13: 978-1-56793-258-4</p> <p>To Order Textbooks go to the local North FL website www.webster.edu/jack and click on Order Textbooks to select a vendor (Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery)</p> <p>Supplemental Reading: <u>Research Paper Guidelines and Sample Paper</u> – See website @ www.webster.edu/jack and click on the Student Resources category.</p>

<p>Grading</p>	<table border="1" data-bbox="448 243 1390 569"> <tr> <td>• Research Paper: written, 20; oral presentation, 10</td> <td>30 Points</td> </tr> <tr> <td>• Articles: 6 @ 5 points each</td> <td>30 Points</td> </tr> <tr> <td>• Chapter presentation</td> <td>10 Points</td> </tr> <tr> <td>• Exams (2 @ 10 points each)</td> <td>20 Points</td> </tr> <tr> <td>• Class participation and attendance</td> <td><u>10 Points</u></td> </tr> <tr> <td>TOTAL</td> <td>100 Points</td> </tr> </table> <table border="1" data-bbox="721 606 1170 1010"> <thead> <tr> <th>Percentage of Total Points</th> <th>Grade</th> </tr> </thead> <tbody> <tr> <td>95%-100%</td> <td>A</td> </tr> <tr> <td>90%-94%</td> <td>A-</td> </tr> <tr> <td>88%-89%</td> <td>B+</td> </tr> <tr> <td>84%-87%</td> <td>B</td> </tr> <tr> <td>80%-83%</td> <td>B-</td> </tr> <tr> <td>70%-79%</td> <td>C</td> </tr> <tr> <td>Below 70%</td> <td>F</td> </tr> </tbody> </table>	• Research Paper: written, 20; oral presentation, 10	30 Points	• Articles: 6 @ 5 points each	30 Points	• Chapter presentation	10 Points	• Exams (2 @ 10 points each)	20 Points	• Class participation and attendance	<u>10 Points</u>	TOTAL	100 Points	Percentage of Total Points	Grade	95%-100%	A	90%-94%	A-	88%-89%	B+	84%-87%	B	80%-83%	B-	70%-79%	C	Below 70%	F
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<p>Activities</p>	<p>Evaluation: take home exams, oral presentations, case studies, participation, and critical papers.</p> <p>Research paper, written portion: Develop a topic of personal/professional interest which exists in the Organization and/or Management sphere of Healthcare today. Papers must be a minimum of eight pages in length, double-spaced, and include the following: introduction, body of paper, summary/conclusion, and references [minimum of 10 sources 1998 and later]. Topic selection due Session 1. Draft of outline due Session 3. Draft of paper due Session 7.</p> <p>The following criteria will be utilized in grading the research papers:</p> <ul style="list-style-type: none"> • Does the introduction identify and limit the topic? • Is the purpose defined and accomplished? • Do the paragraphs and sections flow smoothly? • Is sentence structure and word order correct? • Are words precise and spelled and used correctly? • Is punctuation correct? • Have grammatical errors been eliminated? • Was the paper turned in on time? • Are alternative points of view analyzed? • Are warranted, judicious conclusions drawn? • Are there abstractions/recommendations? 																												

- Does the conclusion echo the main point(s)?
- Have clichés and wordiness been eliminated?
- Was APA style followed?
- Are thought and expression original (no plagiarism)?

Presentation portion:

- Presentation will be within set time limits.
- Appropriate use of Power Point, video or other creative medium.
- Professionalism: Limited use of filler sounds (uh, like, you know). Evidence of repeated practice. Proper attire.
- Questions encouraged and answered. Exercise or learning activity.
- Key points summarized.

Suggested Research Paper Topics:

- CEO Leadership
- Governing Board Responsibilities
- Medical Staff Organizational Structures & Functions
- Relationships between Management, Board, and Medical Staff
- Alternate Dispute Resolution in Healthcare Organizations
- Financing Healthcare
- Healthcare Human Resources Management
- Healthcare Education & Training
- Healthcare Strategic Planning/Marketing
- Improving Community Health
- Ethics in Healthcare
- Impact of Medical Technology
- Unions in Healthcare
- Investor-owned vs. Not-For-Profit Providers
- Professionalism in Healthcare Management: ACHE
- Medicare/Medicaid Sustainability
- Special Interest Groups [AARP, AMA, AHA]
- Communication in Healthcare Organizations
- Healthcare Executive Crime
- Graduate Education in Health Services Management
- Bioterrorism and Healthcare Delivery
- Labor Shortages in Healthcare
- Joint Commission impact on Healthcare Organizations
- Universal Healthcare
- Healthcare: A Right or a Privilege
- Healthcare for the Uninsured and the Underinsured
- Comparison of healthcare in U.S. and foreign countries
- Correctional Healthcare

Article and Chapter Presentation:

- Students will bring a report on a current article related to the topics being covered that session to each class meeting except when presenting a chapter. The report will consist of a Webster cover page, article summary, discussion question and a copy of the article, stapled together.
- Chapters will be assigned for student presentation to include an activity or exercise. The report will consist of a Webster cover page, outline of presentation and copy of any slides and/or handouts used.

Exams:

- Two take-home exams: one mid-term and a final.

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED:** Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.

	<ul style="list-style-type: none"> • Late assignments will be accepted if they are turned in no later than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. • Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted.
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the University of your Decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic</p>

	<p>Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course</p> <p>It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>					
<p>Course Policies</p>	<p>Cheating and Plagiarism Of course, students are expected to do their own work. Students who claim that someone else’s work is theirs may face disciplinary action. Plagiarism can be avoided simply by the use of quotation marks when quoting and citation when paraphrasing someone else’s work. All assignments will be processed through Turnitin.</p> <p>Absenteeism Students who miss more than one class will have to make up additional work. Students who miss two or more classes may be advised to drop the course or may have their grade lowered commensurately.</p> <p>This syllabus may be revised or changed without prior notice by the instructor.</p>					
<p>Weekly Schedule</p>	<p>Pre-Assignments for Sessions 1 & 2:</p> <ul style="list-style-type: none"> • Read Chapters 1-3 of text and be prepared to discuss contents. • Topic article report #1: Students will bring a report on a current article related to the topics being covered that session to each class meeting except when presenting a chapter. The report will consist of a Webster cover page, article summary, discussion question and a copy of the article, stapled together. • Research paper topic selection: See “Research paper, written portion” in the Activities section above. <table border="1" data-bbox="451 1350 1414 1883"> <tr> <td data-bbox="451 1350 613 1692"> <p>Session 1</p> </td> <td data-bbox="613 1350 1414 1692"> <p>A.M. Session (8-NOON) Session Topics:</p> <ul style="list-style-type: none"> • Welcome to the world of healthcare • Introductions • Course orientation & requirements • Technology in healthcare (Skype Session) • Discussion of Chapter 1 • Case studies and exercises </td> </tr> <tr> <td data-bbox="451 1692 613 1883"> <p>Session 2</p> </td> <td data-bbox="613 1692 1414 1883"> <p>P.M. Session (1-5PM) Topics:</p> <ul style="list-style-type: none"> • Governance • Chapters 2 - 3 of text • Topic article reports </td> </tr> </table>		<p>Session 1</p>	<p>A.M. Session (8-NOON) Session Topics:</p> <ul style="list-style-type: none"> • Welcome to the world of healthcare • Introductions • Course orientation & requirements • Technology in healthcare (Skype Session) • Discussion of Chapter 1 • Case studies and exercises 	<p>Session 2</p>	<p>P.M. Session (1-5PM) Topics:</p> <ul style="list-style-type: none"> • Governance • Chapters 2 - 3 of text • Topic article reports
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Session 3	<p>A.M. Session (8-NOON)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Management • Chapter 4 of text • Topic article reports • Case studies and exercises
Session 4	<p>P.M. Session (1-5PM)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Clinical performance: physicians & nurses • Chapters 5 - 7 of text • Topic articles reports • Case studies and exercises • Take-home midterm exam • Outline of research paper review <p>Assignments for Sessions 5 & 6:</p> <ul style="list-style-type: none"> • Chapters 8 - 11 of text • Topic article reports #4 & #5 • Midterm Exam due
Session 5	<p>A.M. Session (8-NOON)</p> <p>Topics:</p> <ul style="list-style-type: none"> • Support services & community health • Chapters 8 - 9 of text • Topic article reports • Midterm exam due • Case studies and exercises
Session 6	<p>P.M. Session (1-5PM)</p> <p>Topics:</p> <ul style="list-style-type: none"> • IS & Finance • Chapters 10 – 11 of text • Topic article reports • Case studies and exercises <p>Assignments for Sessions 7 & 8:</p> <ul style="list-style-type: none"> • Chapters 12 -15 of text • Topic article reports #6 & #7

		<ul style="list-style-type: none"> • Research paper draft
	Session 7	A.M. Session (8-NOON) Topics: <ul style="list-style-type: none"> • HR and plant & guest services • Chapters 12 - 13 of text • Topic article reports • Case studies and exercises
	Session 8	P.M. Session (1-5PM) Topics: <ul style="list-style-type: none"> • Planning & marketing • Chapters 14 - 15 of text • Topic article reports • Case studies and exercises • Take-home final exam Assignments for Session 9: <ul style="list-style-type: none"> • Final exam due • Oral presentation of research paper • Research paper due
	Session 9	P.M. Session (1-5PM) Topics: <ul style="list-style-type: none"> • Final Exam review • Oral presentations of research paper • Course review • Closure
Additional Information	<p>Determination of Grades is Based on the Following Criteria:</p> <p><u>Minimum Requirements:</u> Products (papers, case studies, projects) must be on time, in the correct format (APA 6.0), corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.</p> <p>Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.</p> <p>Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.</p> <p><u>Mastery Level (Grade of “B”): Professional Achievement</u> Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation</p>	

should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of “A”): *Creative Achievement*

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the students.

Article Review Example:

The article selected for review was written by Elizabeth Cohen, a CNN Medical Correspondent. The article, “Is boutique medicine worth the price?” is relevant to this class in that Cohen takes a critical look at how internists and family doctors are seeking unique ways to secure their revenue base by offering personalized, customized, direct patient care. This change is more out of necessity than individual desire to offer a new level of service; necessity dictated by reduced reimbursement rates and a free-market atmosphere.

Cohen states that these boutique services are going to become more the norm than exception for the troubled medical landscape in the future. In fact, she provides the results of a study conducted by the Society for Innovative Medical Practice and Design that states in just the last 10 years “concierge medicine” services have grown from 500 to more than 5,000 doctors nationwide. The article outlines five key questions one should ask if they are

thinking of entering into a concierge arrangement with their physician: (1) what services will I get for my money?, (2) will I see one doctor all the time or several?, (3) what investments will be made to improve service?, (4) how will you save me money?, and (5) will the extra money really make my doctor any better? The questions designed by Cohen seek to vet out the fact that charging a fee for exclusivity of service doesn't in itself make it a better service than you were getting before entering into the arrangement.

The healthcare model of boutique medicine appears to be growing in popularity and Cohen offers hard evidence of that growth. The article falls short of explaining possible reasons for the growth and this researcher sees that as a limitation to her work. Admittedly, the article is focused on preparing the audience with questions to consider if they get approached to enter into one of these boutique arrangements. One might question the reasons for the boutique popularity, however. Is it declining reimbursements for evaluation and management of patients which undercuts the provider's earnings? Is it in the patients desire to have more than 15 minutes with their provider? Is it an answer to squeeze out the third party payer who is now a larger player in medical access, decision-making, and management of practices? History will probably show that it is a combination of these forces in the United States healthcare system that leads to innovations such as boutique or concierge services.

Reviewed by: J. Ewing

Job Title: Faculty Coordinator

Date: 11/12/08

Revised 11/08/08