

Course	HLTH 5000 Organization and Management in Health Administration	
Term	Spring 1, 2010	
Instructor	Name:	Raymond Smith
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Catalog Description	This course explores the many different methods of health care 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	
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>The <u>AUPHA Manual of Health Services Management</u> by Taylor and Taylor, Aspen Publishing, ISBN 0-8342-0363-4.</p> <p>Text editions are subject to change. Please check with MBS Direct for updated information.</p> <p>Text is available through MBS Direct Books at 1-800-325-3252 or www.mbsdirect.net. Checks and credit cards accepted.</p>	
Grading	Term paper	30%
	Weekly tests	40%
	Weekly reports	30%
	<p>The GRADUATE catalog provides these guidelines and grading options:</p> <ul style="list-style-type: none"> • A/A– Superior graduate work 	

	<ul style="list-style-type: none"> • B+/B/B- Satisfactory graduate work • C Work that is barely adequate as graduate-level performance • CR Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses. • F Work that is unsatisfactory • I Incomplete work • ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal. • IP In progress • NR Not reported • W Withdrawn from the course
Activities	Evaluation: In class exams, take home exams, oral presentations, case studies, critical papers.
Policy Statements: University Policies	<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><i>Academic Honesty</i></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><i>Drops and Withdrawals</i></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><i>Special Services</i></p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please</p>

	<p>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><i>Disturbances</i></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><i>Student Assignments Retained</i></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 Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><i>Contact Hours for this Course</i></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>				
Course Policies	None				
Weekly Schedule	<p>Assignments to be completed prior to first meeting: Read Chapters 1-4.</p> <table border="1" data-bbox="451 1732 1432 1885"> <thead> <tr> <th data-bbox="451 1732 620 1774">Week</th> <th data-bbox="620 1732 1432 1774">Topics</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1774 620 1885">1</td> <td data-bbox="620 1774 1432 1885">Introduction, course expectations, explanation of course requirements, lecture discussion on chapter's assigned and overall framework. Chapters 1 Emerging, Context, 2</td> </tr> </tbody> </table>	Week	Topics	1	Introduction, course expectations, explanation of course requirements, lecture discussion on chapter's assigned and overall framework. Chapters 1 Emerging, Context, 2
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		Management Effectiveness 3 Managing Quality 4 Leadership
	2	Exam on weeks 1 and 2 chapters; weekly reports begin; Chapters 5 Organizing 6 Financing 7 Designs 8 Managed Care Role 9 Multi Unit
	3	Exam on chapters; weekly reports; chapters 10 Governance 11 Physician Organization 12 Nursing 13 Information Systems
	4	Exam on chapters; weekly reports; chapters 14 Clinical Data 15 External Info 16 Financial Planning 17 Strategic Planning
	5	Exams on chapters; weekly reports; chapters 18 HR Management 19 Materials Management 20 Pharmacy 21 Food Service 22 Facilities 23 Technology
	6	Exam on chapters; weekly reports; chapters 24 Housekeeping 25 Safety/Security 26 Risk Management 27 Legal Services
	7	Exam on chapters; weekly reports; chapters 28 Accessing Healthcare 29 Primary Care Services 30 Acute Care 31 Specialty Services
	8	Exam on chapters; weekly reports; term papers due and student reports on terms papers; chapters 32 Mental Health 33 Continuum of Care
	9	Weekly reports; finish term paper reports; course wrap up.
Additional Information	Term Paper Requirements	Choose a topic relevant to the course subject matter and write a 5-7 page term paper on the subject. Address the current state of affairs and the current challenges. Make recommendations. Paper to be scholarly by giving proper references and by having correct grammar. Be thorough and creative. The graduate student should not only be able to analytically assess but should also be able to consider solutions to problems and to be creative. Paper is to be typed, double spaced and due week 8. Students will also give an appropriate 10 minute report on their project research and answer questions. Reports given weeks 8 and 9.
	Weekly Tests	Each week a short test will be given over the chapters assigned for that week. Types of exam will vary and include multiple choice, matching, case analysis, essay, true/false or a mixture of same.

	<p>Weekly Reports</p> <p>Each week the student will select a topic relevant to the chapters subject matter for that week and either read a timely article on the subject or interview an authority about that subject matter. The report will be verbal and no outline or paper to be handed in is required.</p> <p>Note 1: The AUPHA manual was written in the era that managed care, deregulation, and changing public policy were occurring. It is an excellent historical base text and coupled with current research in the topical areas, the student can gain a comprehensive time assessment and understanding of health care developments and issues.</p> <p>Note 2: The purpose of a 5000 course is to allow students to acquire the vocabulary and principles inherent in a field of study so they may be equally prepared as those with an undergraduate degree in the discipline, to successfully complete subsequent courses.</p>
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