COPH SYLLABUS FOR
ADVANCED HEALTH CARE ADMINISTRATION (CPH 641)
SPRING 2013

Name and Number of Class: Advanced Health Care Administration

Semester and Year: Spring 2013

Time: Tues 3:00 – 5:50 pm Tuesday, (there will be a 15 minute break half way through class)

Location: College of Medicine, Room #3230 -Tucson
T-health Lecture Hall – Phoenix

Please note: This class is videoconferenced between Tucson and Phoenix

Instructor: Gail Barker, MBA, PhD

Office Hours: By Appointment

Catalog Description: This course will introduce students to the organizational structure of large complex health care organizations, compare them to other international health care systems and illustrate how regulatory and legal requirements contribute to administrative and management challenges.

Course Prerequisites: Must be enrolled in the MEZCOPH MPH or DrPH program or with permission of instructor.

Course Objectives: This course is intended to provide fundamental background necessary for a leadership position in health care. Students must demonstrate a breadth of understanding in:

• U.S. health care system outcomes, financing and administrative structure compared to other international health care systems with the goal of concept integration
• How U.S. health care finance and reimbursement mechanisms affect administrative and management decisions
• How the regulatory and legal structure of the US health care system affects administrative and management decisions
• Other administrative aspects of health care administrative and management to include human resources, marketing, ethics, planning, information systems and administrative and management engineering

Course Notes: Course notes will be distributed throughout the semester during class. They will also be available directly from the instructor.


Recommended: Any writing or reference style handbook
**Course Requirements:** By the end of the semester students must demonstrate a breadth of understanding regarding the various elements of health care administration and administrative and management. Students must also illustrate a comprehension of how the U.S. health care system compares to other systems and how new concepts might be introduced into a large U.S. health care organization. Students are required to complete all assignments on the respective due date as detailed in the course schedule.

**Public Health Policy and administrative and management Competencies Achieved:**
1. Demonstrate an understanding of the difference between international health care delivery systems and the current U.S. system and illustrate how some international concepts could work in the U.S.
2. Comprehend the financial and reimbursement mechanisms of the U.S. health care system and how this affects administrative and management decisions.
3. Understand the administrative and management issues required to assuming a leadership role in health care organizations.
4. Understand the legal and regulatory environment in which the U.S. health care system operates and how it affects administrative and management decisions.
5. Demonstrate the ability to apply administrative and management concepts in a health care environment.

**Grading/Student Evaluation:**

90-100 = A  
80-89  = B  
70-79  = C  
60-69  = D

**Point Breakdown:**  
Attendance and class participation = 14 points  
Weekly papers (5 pts each) = 65 points  
Final course paper and presentation = 21 points  
Note: If a weekly assignment is not turned in, double points are subtracted.

**Class Attendance/Participation:** Students are expected to read textbook assignments, attend 14 3-hour class sessions and actively participate in discussions, present their papers and share ideas. Each week students must complete all assignments. A minimum of 12 classes must be attended to obtain full course credit. For each unauthorized absence resulting in less than 13 classes attended, 50% of the week’s points will be forfeited. If two assignments are missed, the overall grade will be reduced by 1 level. If four assignments are missed the overall grade will be reduced by 2 levels.  
Be prepared to discuss/present your homework each week in class.
### Course Schedule: (Dates of classes, topics, readings and assignments)

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<tr>
<th>Wk #</th>
<th>Assignment</th>
<th>Workload Points</th>
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<tr>
<td>1 – 1/15 (Phx)</td>
<td>International health care systems. Guest Lecturer (Dalen) Read Chapter 1. In groups of 2, build a “model” health care plan using the information from the various health care programs in Chapter 1. This can be done as a matrix or a 2-3 pg report that includes structure, financing, initiatives, outcomes, model type, access, quality, life expectancy etc.</td>
<td>1 pt attendance &amp; participation; 5 pts matrix</td>
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<td>2-1/22 (Tuc)</td>
<td>Organized Delivery Systems and Health Care Reform. Guest lecturer (Derkson) Read Chapter 2. Based on the readings from Chapter 1 and 2, individually prepare a 1 1/2 - 2 page formal letter to the President telling him how to fix the current US healthcare system. Tell him what is working in the current system and what needs to be changed. This should be a factual, unemotional letter to sell your point(s.) Document your references. Provide the original letter and 1 copy.</td>
<td>1 pt attendance &amp; participation; 5 pts letter Work from Wk 1 due</td>
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<td>3 – 1/29 (Phx)</td>
<td>Legal structure and ethical issues in health care. Guest Lecturer (Cummings) Read Chapters 3. In different groups of 2, Pick a legal or health care or ethical issue and present opposing viewpoints and summarize your opinion in a 2 page paper.</td>
<td>1 pt attendance &amp; participation; 5 pts paper; Work from Wk 2 due</td>
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<td>4 - 2/5 (Tuc)</td>
<td>Strategic planning and understanding of strategic stakeholders in health care. Read notes sent by instructor (4). Choose an organization that you are familiar with and draw a diagram of how stakeholders interact. Include a short narrative of the diagram.</td>
<td>1 pt attendance &amp; participation; 5 pts matrix; Work from Wk 3 due</td>
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<td>5 - 2/12 (Phx)</td>
<td>Administrative and management engineering (Q/A, Q/C, cost containment etc). Guest Lecturer (Gabriel) Read Chapters 9 and 17. In different groups of 2 take an everyday process and improve it through a QC process. Describe which process you chose to use and why. Everyone will present. 5 minutes maximum. Turn in copy of presentation.</td>
<td>1 pt attendance &amp; participation; 5 pts matrix; Work from Wk 4 due</td>
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<td>6 - 2/19 (Tuc)</td>
<td>Financial management in health care. Read Chapter 4. In different groups of 2, prepare a 2 -3 page paper how financial statements are used in decision making and describe what financial information you would want to see on a monthly dashboard if you were a CEO. Also identify a) at least 5 stakeholders who would be interested in financial statements and why and b) describe how quality processes could be helpful in improving financial performance.</td>
<td>1 pt attendance &amp; participation; 5 pts papers; Work from Wk 5 due</td>
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<td>7 – 2/26 (Phx)</td>
<td>Health care information systems. Guest Lecturer (Silverman) Read Chapter 8. In groups of 2, you, as CIO of a large health care organization, will be leaving your current job to accept a job at MIT. Put together a 1 - 1 ½ pg job description for your replacement. Also the CEO has asked that before you leave, you develop a one page implementation plan or flow chart describing how to move the organization from a paper system to an electronic system.</td>
<td>1 pt attendance &amp; participation; 5 pts paper; Work from Wk 6 due</td>
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<td>8-3/5 (Tuc)</td>
<td>Planning, development and financing of health care facilities. Guest Lecturer (Tierney). Read Chapter 16. Prepare a 2-3 paper as follows: you are a facility planner for a NPO and need to plan a new facility. Describe your facility and put together a chart of the planning activities you must undertake. Include an estimated timeline. Also include how you intend to finance the facility for the CEO and Board of Trustees.</td>
<td>1 pt attendance &amp; participation; 5 pts paper; Work from Wk 7 due</td>
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<td>9-3/12</td>
<td>Spring break, no class</td>
<td>Work from Wk 8 due</td>
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<td>Date</td>
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<td>10-3/19 (Phx)</td>
<td>Marketing health care services. Guest Lecturer (Kreutz). Read Chapter 7. In groups of 3, prepare a public health ad and describe how, when and where you will market your ad. Students will present their ads in class</td>
<td>1 pt attendance &amp; participation; 5 pts ad; Work from Wk 8 due</td>
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<td>11-3/26 (Tuc)</td>
<td>Healthcare organization and management. Possible Guest Lecturer (Pitt) Read notes provided by instructor and describe in the Year 2020 how you, as a new CEO and your mentor would structure your hospital management organization and team. Also in 1 page, prepare an agenda for your first management meeting.</td>
<td>1 pt attendance &amp; participation; 5 pts job descriptions; Work from Wk 10 due</td>
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<td>12-4/2 (Phx)</td>
<td>Managed Health Care. Guest Lecturer (McKnight). Read Chapter 18. In different groups of 2 - as Hospital CEO, you have brought together your top level management staff (work in groups of 2-3) to help you with a new health plan contract you are negotiating next week. Under the current health care system, what type of health plan and hospital reimbursement model will you propose? Include the reason why you chose each particular plan &amp; model.</td>
<td>1 pt attendance &amp; participation; 5 pts paper; Work from Wk 11 due</td>
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<td>13-4/9 (Tuc)</td>
<td>Compliance programs. Read Chapter 19. Based on the scenario presented by the instructor, as consultants, you and a colleague should evaluate the MD641’s compliance plan and provide guidance to the CEO prepare a 2-2 ½ page executive summary of your evaluation.</td>
<td>1 pt attendance &amp; participation; 5 pts paper; Work from Wk 12 due</td>
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<td>14-4/16 (Phx)</td>
<td>Patient Access and Human Resources Management. Guest Lecturer (Vaillancourt). Read notes provided by instructor (20 &amp; 6). In different groups of 2, write a 1-1 ½ page flow chart on how you would improve patient access and prepare a 1 – 1 ½ table of contents with a short description for a Human Resources manual.</td>
<td>1 pt attendance &amp; participation; 5 pts paper, Work from Wk 13 due</td>
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<td>15-4/23 (Tuc)</td>
<td>Final Course Review and begin capstone paper: You are a consultant, using all of the information you learned during the course, write a 5-8 page report to a new CEO of a large healthcare organization regarding the issues he/she should be aware of as (s)he starts his/her new job. Also prepare a powerpoint presentation to give to him/her.</td>
<td>1 pt attendance &amp; participation; 15 pts paper, 6 pts presentation; Work from Wk 14 due</td>
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<td>16-4/30 (Phx)</td>
<td>Final presentation and final papers</td>
<td>Work from Wk 15 due</td>
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**Note:** At least one outside reference must be cited for each assignment

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [http://www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm)

**Disability Accommodation:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: [http://catalog.arizona.edu/2012%2D13/policies/disability.htm](http://catalog.arizona.edu/2012%2D13/policies/disability.htm)
**Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)

**Classroom Behavior:** Students are required to participate in and be respectful of an honest exchange of ideas. The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: [http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines](http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines)

Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional) and the Policy on Threatening Behavior by Students found at [http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf](http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf)

**Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at [http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy](http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy)

**Grade Appeal Policy:** [http://catalog.arizona.edu/2012-13/policies/gradappeal.htm](http://catalog.arizona.edu/2012-13/policies/gradappeal.htm)

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

**Plagiarism:** Plagiarism is not acceptable in CPH641 and will result in zero points awarded for the respective assignment. What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea, or just lifting the information without citing it.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc. unless assigned as group work.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

**Use of Cell phones and Laptop Computers in Class:** Cell phones are to be turned off and put away during class unless otherwise instructed. Laptops are allowed in class for performing in-class work and I know you would not disrespect your colleagues by doing personal activities on your laptop while in class. If I find this is not the case, students will be required to put laptops away during class.