Name and Number of Class: Clinical Leadership and Administration PHPM696I
Semester and Year: Spring 2019

Time: Tues 3:00 – 6:00 pm Tuesday

Location: College of Medicine, Health Sciences Library Room #2102 - Tucson
T-health Lecture Hall, Building 2, Room #2306 – Phoenix
Please note: This class is videoconferenced between Tucson and Phoenix

Instructor: Gail Barker, PhD, MBA
barkerg@email.arizona.edu, phone 480-512-2230
Moe Bell, MD, MPH
moeb1015@email.arizona.edu, office phone 602-827-2606

Office Hours: By Appointment

Catalog Description: This course will introduce students to the organizational structure of large complex health care organizations and illustrate the most important part components of administration and management.

Course Prerequisites: None

Course Objectives: This course is intended to provide fundamental background necessary for a leadership position in health care. Topics covered include:
• U.S. health care system outcomes, financing and administrative structure
• 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 leadership, marketing, ethics, planning, information systems, quality improvement and facilities management.

MD/MPH Competencies Achieved:
• By the end of the course, students will be able to critique, analyze and evaluate administrative, management and regulatory issues that impact the delivery of medical care in the US.
  o Examine the financial and reimbursement mechanisms of the U.S. health care system and explore how this affects administrative decisions and health outcomes.
  o Understand the administrative and management issues required to assume a leadership role in health care organizations.
Understand the legal and regulatory environment in which the U.S. health care system operates and how it affects administrative decisions and health outcomes.

Demonstrate the ability to apply administrative and management concepts in a health care environment.

Demonstrate the ability to complete a community health assessment and prepare a public health intervention based on identified community needs.

**Note:** In addition to the work described below:

1. MD/MPH students must complete a community assessment and propose and present a prevention campaign to address an important public health issue in the community.

**Course Notes:** Course notes where applicable will also be available directly from the instructor.

**Required Texts/Readings:**

1. There is no required textbook for this course, all resources will be uploaded to the course website. It is recommended that students obtain an American Psychology Association (APA) resource. This can be a writing style guide or bookmark applicable sites such as [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/). A few APA tutorial videos are also available in the student resources file. We will be using the APA format for this class and it will be important for you to understand APA formatting guidelines.

   It is recommended that all course reading be completed prior to the respective class the subject is scheduled.

**Expected Learning Outcomes:** By the end of the semester students must demonstrate a breadth of understanding regarding the various elements of health care leadership, administration and management. Students must also illustrate a comprehension of the integral components of a large U.S. health care organization.

**Grading/Student Evaluation:**

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<td>70-79</td>
<td>C</td>
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<td>80-89</td>
<td>B</td>
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<td>60-69</td>
<td>D</td>
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**Point Breakdown (Total Class Points: 100):**

- Attendance = 8 pts
- Team Assignments = 28 pts
- On-line Discussion Questions = 17 pts
- On-line Quizzes = 17 pts
- Final Course Project = 14 pts
- Peer Evaluations = 6 pts
- Community Assessment = 10 pts

**Grading Rubrics for PHP41 and PHPM696I by Type of Assignment**

**1. Paper Assignments:**

Please complete paper assignments using Microsoft Word. The assignment will be graded as follows:

- Content = 65% (Elements below represent a percentage of the total)
  - Thoroughness – 25%
  - Relevance – 25%
  - Logic & thought/critical thinking – 30%
  - Directions followed – 20%
Presentation = 35% (Elements below represent a percentage of the total)
- Organization and Coherence – 40%
- Adherence to APA format – 30%
- Spelling and Grammar – 30%

2. Powerpoint or PDF Grading Rubric:
Powerpoint or PDF assignments will be graded as follows:
- Content = 65% (Elements below represent a percentage of the total)
  - Thoroughness – 25%
  - Relevance – 25%
  - Logic & thought/critical thinking – 30%
  - Directions followed – 20%
- Presentation = 35% (Elements below represent a percentage of the total)
  - Organization and Coherence – 35%
  - Adherence to APA format – 25%
  - Spelling and Grammar – 25%
  - Powerpoint Format/Visual Presentation - 15%

3. Discussion Question Grading Rubric:
Answers to the Discussion Question(s) will be graded as follows:
- Content = 70% (Elements below represent a percentage of the total)
  - Thoroughness and Relevance – 33.3%
  - Logic & thought/critical thinking – 33.3%
  - Directions followed – 33.3%
- Presentation = 30% (Elements below represent a percentage of the total)
  - Organization and Coherence – 65%
  - Spelling and Grammar – 35%

Note: No points will be awarded for late work.

Class Attendance/Participation: Students are expected to review posted materials, attend class sessions and actively participate in completing assignments, discussions and quizzes both in class and on-line. Each week students must complete all assignments. No more than one class can be missed to successfully complete the course. Class absences will result in a loss of the week’s attendance point. On-line discussions, team assignment and quiz points can still be earned even if the student is absent. All assignments should be uploaded to the course assignments folder by the deadline to obtain full points. Work should be well proofed, free of grammatical errors, include the required number of citations and illustrate critical thinking. A weekly organization guide is included in the d2l course materials folder to help students manage the weekly coursework.

Teams and Team Assignments: Teams will be preassigned by location (Tucson and Phoenix). A list of teams and members will be posted and it is strongly suggested that all teams watch the team formation video and adopt a charter (see Course Materials folder) to document group member expectations. Teams will have weekly assignments to complete. In some weeks, class time will be available to at least start the team assignments but most of the time not all of the work will be able to be completed by the end of the class. All team assignments should be uploaded to the assignments folder by Monday at 11:59pm and all team names should be included on every team assignment. Students must also include in one or two sentences on the bottom of all team activities each member’s contribution to the assignment. If all students contributed equally, a statement indicating this is acceptable. Instructions for many team assignments are general in nature. This is intentional and meant to help prepare you for “real world” organizational behavior.
Students are required to complete all assignments on the respective due date as detailed in the course schedule. No late assignments will be accepted. If a student is prevented from submitting an assignment on time due to a D2L or network technical error, the student must submit evidence (i.e., help desk ticket,) dated before the assignment deadline.

**Discussion Questions:**
There will be 2-3 discussion questions that must be addressed in each week. Discussion question posts should be short, succinct and straight to the point. Students must submit a post before other student posts can be viewed. Discussion posts should be free of grammatical and spelling errors (You may want to draft your initial responses in a word document until all questions are answered and paste your responses to the discussion thread.) Students should issue an initial response (answer) to each discussion question of 100 - 175 words per question by Saturday at 11:59 pm. Initial responses to the discussion questions should have at least one citation from a respected source for each initial response. Then, by the following Monday at 11:59pm at least three responses of 50-100 words to other student’s posted responses should be posted. No citations are required for second (and subsequent) posts. To summarize, each student should answer each question initially and post at least 2 or 3 responses to other students’ posts (depending on the number of discussion questions posed) to receive full discussion question points. Students should also include their word count for each post to ensure compliance within the allowable ranges (i.e., word count = 175 or WC = 175.) Partial points will be deducted for words counts over or under the posted ranges and for no citations. In text citations are not included in the word count. You may post your answers any time before the respective due dates. Again, initial posts should be completed by Saturday at 11:59 pm and responses should be posted by the following Monday at 11:59 pm.

**Quizzes:**
There will be weekly quizzes throughout the course. Weekly Quizzes must be taken by Monday at 11:59pm for Weeks 1-6. The quiz in Week 7 must be completed by Friday, 3/1, 11:59pm. You may take quizzes any time during the week before the weekly due date and each quiz will be timed depending on the number of questions in the quiz. All quizzes are open source and should take between 15 and 30 minutes to complete.

**Individual Final Assignment:**
You are a well-known healthcare consultant hired to help the new CEO [fictitious] of a healthcare organization understand the issues he/she should be aware of as s/he starts this new leadership position. Individually, using all of the information you learned during this course, create a narrated PowerPoint that provides information regarding the most pressing issues a new CEO would face in today’s healthcare environment. The narrated PowerPoint should be no more than 10 minutes long. The narrated PowerPoint should mimic a real-world presentation, which includes recording your voice over the slides you have prepared. Students should review the posted final project instructions in the Course Materials folder to review how to record a PowerPoint presentation. In addition, there should be a minimum of eight citations from respected sources. References from prior course assignments may be used. Students should submit the final PowerPoint assignment in the course D2L assignments folder. The final assignment is due on Friday 3/1 at 11:59 pm.

**Community Health Assessment Project:** MD/MPH students are required to perform a Community Health Assessment and propose a Public Health Intervention based on community needs. The Community Health Assessment (CHA) is a group activity and will consist of a (preassigned) group presentation about the community followed by a smaller (preassigned) group presentation. regarding a proposed health intervention. A special session to learn about CHA is scheduled on Jan 29 from
5:30-7:00pm, immediately following class. Further details about the CHA will be loaded into the Course Materials folder in d2l. The CHA presentations are scheduled for March 1 at 1:30pm in the course classroom. A copy of the presentations is due in the assignments folder on 3/1 at 11:59pm.

**Peer Evaluations:**
Due to the amount of group work in this class, students will complete peer evaluations. The peer evaluations will represent 6 pts and will be due by 2/25 at 11:59pm. Failure to complete the evaluations will result in a 6 pt reduction in the student’s overall grade regardless of his/her peer evaluations submitted by other team members. Students should include a comment for each peer evaluation rating entered. Failure to do so will result in a loss of points. Peer Evaluation materials and instructions are posted in the Course Materials and the Week 6 Materials folders in d2l.

**Course Schedule:** (Dates of classes, topics, readings and assignments)

<table>
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<tr>
<th>Wk #</th>
<th>Assignment</th>
<th>Workload Points</th>
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Guest lecturer: Derksen (3:30 pm)  
In the d2l Course Materials Content folder, please review:  
Course Syllabus  
Team formation video  
Sample team charter  
Weekly Organization Guide  
Final Projects instructions and powerpoint tips  
In the d2l Week 1Materials Content file:  
1. Review posted materials  
2. Discussion questions due 1/19, 11:59pm for initial post and 1/21, 11:59pm for response post  
3. Team assignments due 1/21, 11:59pm  
4. Quiz due 1/21, 11:59pm  
5. Scan Peer Review Materials | 1 pt attendance & 5 pts team activities; 3 pts online discussion; 3 pts quiz |
| 2-1/22 | **Legal/Regulatory Environment and Compliance**  
Guest Lecturer: White and Bell  
1. Review posted materials.  
2. Discussion questions due 1/26, 11:59pm for initial post and 1/28, 11:59pm for response post  
3. Team assignments due 1/28, 11:59pm  
4. Quiz due 1/28, 11:59pm | 1 pt attendance & 5 pts team activities; 3 pts online discussion; 2.5 pts quiz |
| 3 – 1/29 | **Quality** Guest Lecturer: Gabriel  
1. Review posted materials  
2. Discussion questions due 2/2 11:59pm for initial post and 2/4, 11:59pm for response post  
3. Team assignments due 2/4, 11:59pm  
4. Quiz due 2/4, 11:59pm | 1 pt attendance & 5 pts team assignments; 3 pts online discussion; 2.5 pts quiz |
| 1/29 | Community Health Assessment Lecture: 5:30 – 7:00pm, in the classroom, directly following class. A light dinner will be served. | |
| 4 - 2/5 | **Controlling and Allocating Resources and Leadership**  
Guest Lecturers: Campos-Outcalt and Champlin  
1. Review posted materials | 1 pt attendance & 5 pts team |
2. Discussion questions due 2/9 11:59pm for initial post and 2/11, 11:59pm for response post
3. Team assignments due 2/11, 11:59pm
4. Quiz due 2/11, 11:59pm

5 - 2/12
**Strategic Planning and Marketing and Stakeholder Management**
Guest Lecturer: Tiggs
1. Review posted materials
2. Discussion questions due 2/16, 11:59pm for initial post and 2/18, 11:59pm for response post
3. Team assignments due 2/18, 11:59pm
4. Quiz due 2/18, 11:59pm

Optional Extra Credit: Stakeholder Assignment due 2/18, 11:59pm

6 - 2/19
**Facilities Planning and Design**
Guest Lecturers: Andrews, Brigham, Souza
1. Review posted materials
2. Discussion questions due 2/23, 11:59pm for initial post and 2/25, 11:59pm for response post
3. Team Assignment due 2/25, 11:59pm
4. Quiz due 2/25, 11:59 pm
5. Peer Evaluations due 2/25, 11:59pm

6 pts peer evals

7 – 2/26
**Information Systems and the Future of Healthcare in the 21st Century**
Telemedicine tours
Guest Lecturer: Pitt (Time: 4:00pm)
1. Review posted materials
2. Quiz due 3/1, 11:59pm

2 pts quiz

2/25
2. Peer Evaluations due 2/25 at 11:59pm
3. Individual Final Course Project narrated PPT due Mar 1 at 11:59 pm
5. MD/MPH student Community Health Assessment presentations due Mar 1 at 1:30pm and presentation materials uploaded to d2l by Mar 1 at 11:59pm (MD/MPH students only)

6 points

3/1
3/1
3/1

**Course Summary of Due Dates**

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<thead>
<tr>
<th>Due Date</th>
<th>Event Description</th>
<th>Points</th>
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<tr>
<td>Tuesdays 3-6pm</td>
<td>Weekly Attendance</td>
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<tr>
<td>Mondays 11:59pm</td>
<td>Weekly Team Assignments</td>
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<tr>
<td>Saturdays 11:59pm</td>
<td>Weekly Discussion Ques 1st Post</td>
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<tr>
<td>Mondays 11:59pm</td>
<td>Weekly Discussion Ques 2nd Post</td>
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<tr>
<td>Mondays 11:59pm</td>
<td>Weekly Quizzes</td>
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<tr>
<td>Monday 11:59pm</td>
<td>Peer Evaluations (Due 2/25 or earlier)</td>
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<td>Friday, 11:59pm</td>
<td>Week 7 Final Week’s Quiz (Due 3/1)</td>
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<tr>
<td>Friday 11:59pm</td>
<td>Final Project (PPT)-Individual (Due 3/1)</td>
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<td>Tuesday, 5:30-7:00pm</td>
<td>MD/MPH Workshop Jan 29</td>
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<td>Friday, 1:30pm</td>
<td>MD/MPH (Present on 3/1 Bldg 4, #131)</td>
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<tr>
<td>Friday 11:59pm</td>
<td>MD/MPH presentation materials (Due 3/1)</td>
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Communications: You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course website. 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: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Accessibility and Accommodations: At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas: Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Nondiscrimination and Anti-Harassment Policy: The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

UA Smoking and Tobacco Policy: The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

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 by the instructor.
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**Plagiarism:** Plagiarism will not be tolerated in this class and such activities will result in disciplinary action and could result in the student being dismissed from the course. 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.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- 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.

**Instructor Email Communication:**

- Please contact me via email at: barkerg@email.arizona.edu
- You MUST complete the subject line of your email with the Course Number.

Allow 48 hours for a response time. If I do not reply to you within 48 hours (including weekends), assume I did not get your email and resend.

**Rules of Engagement for On-line Class Communications:**

On-line class behavior should not differ from in-person class behavior, even though techniques are different. Below are some rules of engagement for on-line class communication.

1. Always treat your colleagues and instructor(s) with respect and keep all communications professional. Personal attacks or offensive language will not be tolerated.
2. Begin all on-line communications with a salutation that includes the addressee’s name.
3. If you are upset or angry, please wait 24 hours before sending an on-line communication.
4. Never make fun of someone’s ability to read, write or grasp concepts. Misspellings or grammar mistakes should be overlooked or gently corrected privately. Also please remember English is not everyone’s primary language.
5. Always double check/edit your posts for proper addressee(s), tone, spelling and grammatical errors before hitting the send button. Remember, once sent, messages and posts are never completely “deleted.”
6. Do not dominate discussions and adhere to the class word limits for posts. Give other students an opportunity to join in the discussion.
7. Make sure all posts contribute to the conversation. Do not post “I agree” unless it is followed up with meaningful commentary. Present ideas succinctly.
8. Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting. Avoid using vernacular and slang language or texting abbreviations.
9. Popular emoticons should not be used in the formal classroom discussions or assignments. Being clear and concise with your posts can omit the need for modifying your words with emoticons.
10. Be very careful when using humor as it can be misinterpreted. Sarcasm should always be avoided in the classroom.

11. We are all unique as individuals and as such we will have differing opinions and interpretations. Keep an “open-mind” and be willing to express even your minority opinion. In our class all points of view will be respected and encouraged. Differences of opinion create robust and interesting discussions.

12. Please share tips with other students and never hesitate to ask for feedback.

Adapted from: http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm.