

University of Florida
College of Public Health & Health Professions Syllabus
HSA6939: Capstone Seminar in Health Administration (3)
 Spring 2015
 Delivery Format: On-Campus

Instructor Name:	Thomas Crawford, PhD, MBA, FACHE
Room Number:	G2616 - HPNP
Phone Number:	352-273-7835 (Office)
Email Address:	thomas.crawford@urology.ufl.edu
Office Hours:	Available upon request
Teaching Assistants:	N/A
Preferred Course Communications:	E-Mail

PURPOSE AND OUTCOME

Course Overview

The Capstone Course in HealthAdministration is an integrative learning experience drawing on all disciplines and subject matters presented in the MHA program. It requires the students to work independently as a member of a team to complete a comprehensive and relevant business plan for a healthcare-related organization.

Course Objectives and/or Goals

Upon successful completion of this course, students will be able to transition classroom learning into practice through the application of knowledge, skills and competencies by both leading and participating on an interdisciplinary team in a client organization to address a current healthcare project, process or problem. Specifically, students will identify key issues through conducting quantitative and qualitative analyses and will work collaboratively to develop, propose and present solutions that will improve organizational performance.

Students will be able to:

- 1.0 Manage stakeholder expectations, project/process analysis and planning, and solution recommendations for a healthcare partner's project or business opportunity:
 - 1.1 Identify the key stakeholders and their relationships within both the formal and informal power structures within their respective organizations
 - 1.2 Synthesize the feedback provided into a concise project statement
- 2.0 Conduct a quantitative and, potentially, qualitative analyses that identifies the opportunity and produces usable information for decision-making:
 - 2.1 Identify the appropriate questions and list of assumptions that will describe the business opportunity, the underlying assumptions, and any potential pitfalls
 - 2.2 Identify the correct pathway for information acquisition (quantitative, qualitative, mixed-methods) and the appropriate sources of information

- 2.3 Collect qualitative and quantitative data using appropriately identified instruments and methods for the healthcare environment; utilize the data to underscore your team's business recommendations
 - 2.4 Compare and contrast multiple qualitative and/or quantitative data sets to substantiate the business recommendations
 - 2.5 Utilize the quantitative and/or qualitative data to develop a precise problem/opportunity statement that lists the problem/opportunity, key objectives and issues critical for the project's success
- 3.0 Formulate a solution to an identified need within a healthcare organization that includes recommendation(s) for performance improvement:
- 3.1 Characterize and classify the input of key stakeholders so that the business opportunity is comprehended by all impacted parties
 - 3.2 Interpret findings from an analysis of the current environment/process status so that collected data, system dynamics and key stakeholder input are acknowledged and assessed
 - 3.3 Prepare, produce, and establish the supporting documentation (quantitative and/or qualitative) that underscore the business recommendations
 - 3.3.1 Synthesize the organizational knowledge of the institutional strengths and weaknesses to support the business recommendations
 - 3.4 Prepare and report the final recommendations to the stakeholders (executive summary format)
- 4.0 Perform as a contributing member of an Interdisciplinary Health Project Team so that team interactions are productive and collaborations are the result of incorporating multiple perspectives:
- 4.1 Utilize verbal and non-verbal communications to foster a team-based rapport with all stakeholders
 - 4.2 Adjust interactions given stakeholder characteristics to ensure that communications are effective
 - 4.3 Appraise the strengths of Interdisciplinary Health Project Team members so that an efficient, productive division of effort can be devised and managed

Instructional Methods

The Capstone Seminar is a combination of didactic lectures, interactive case studies, small group mentorship and coaching and hands-on consulting through the capstone projects.

Teaching Philosophy

My objective as an educator is to help my students understand the challenges, complexities, and responsibilities that are intrinsic within the healthcare industry and to equip them with an armamentarium full of the analytical tools/critical thinking skills that they will require to excel in the midst of a rapidly evolving healthcare landscape. Specifically, it has been my experience that

the pedagogy that amplifies the learning exchange with students of all ages and backgrounds needs to transcend traditional textbook learning by placing the students within the relative context that they are learning about. Based on this premise, my classroom is an extension of the professional environments that students will be working within and/or researching and through this epistemological framework new knowledge is created and enhanced through an open classroom exchange between all participants.

With this stated, the capstone course is an interactive team learning experience with self-directed team-based student work on a selected project. Each student is expected to spend 10-15 hours per week on this project and to modify work schedules accordingly. The Fridays when the entire class does not convene will be dedicated to instructor/individual team meetings. Note – each student, on a rotating basis, will have the opportunity to prepare the meeting agenda and facilitate the discussion that will provide an update on the project and any obstacles/challenges encountered. Classroom time will focus on exercises and interactive discussions that will create a dynamic learning environment between the students and will enhance the final project through the sharing of ideas and potential solutions to project-based challenges.

Learning Objectives

Learning Objective	Learning Activity	Assessment
1.0	Large group presentation and discussion on project planning and formal/informal power structures and classroom exercise on identifying formal/informal power structures	In-class team-based project synopsis discussion
1.1	Large group presentation on identifying stakeholders and a case study/team-based analysis on identifying key stakeholders	In-class team-based project synopsis discussion
1.2	Team-based work and presentation of the project synopsis and impact analysis (identifying the key stakeholders)	Project work plan presentation
2.0	Large group presentation and discussion on using the business plan overview, revenue per sat modeling and the five fundamental questions	Problem and questions presentation
2.1	Develop probing/powerful questions that elucidate and highlight the business opportunity and the potential pitfalls	Classroom exercises and problem and questions presentation
2.2	Class-based/interactive discussion on identifying information sources in different healthcare settings	Classroom exercises and project work plan presentation
2.3	Large group presentation and discussion on qualitative and quantitative information – an introduction to phenomenological datasets and a classroom exercise on conducting phenomenological inquiry	Classroom exercise, problem and questions and project work plan presentations
2.4	Class-based discussion on using data to support your	Project work plan and

	assertions	analysis presentations
2.5	Classroom exercise on identifying the problem with changing or unclear variables	Classroom exercise and final presentation
3.0	Interdisciplinary team and stakeholder meetings and facilitated class room discussions	Preceptor and course instructor evaluations
3.1	Classroom exercise on identifying and presenting the problem to diverse stakeholders (using informal power structures to promote versus hinder change efforts)	Classroom exercise and final presentation
3.2	Classroom phenomenology exercise and the capstone project.	Classroom exercise and final presentation
3.3	Classroom exercise and peer presentations and feedback.	Final presentation to peers (peer evaluations) and final presentation to stakeholders (preceptor evaluation)
3.3.1	Large group presentation and discussion on stakeholder engagement and classroom exercise on engaging diverse populations	Recommendations, executive summary and final presentation
3.4	Accumulation of the classroom activities, peer presentations and working with the identified project stakeholders	Recommendations, executive summary and final presentation
4.0	Leadership and followership classroom didactic and exercises (each team member will rotate as the meeting facilitator with the course instructor)	Biweekly project updates/presentations
4.1	Classroom exercises and presentations	Peer and instructor feedback
4.2	Classroom exercises and presentations	Peer and instructor feedback
4.3	Team-based work and presentation of the final project	Preceptor evaluations and final presentation

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Activities	Readings/ Deliverables
Week 1	1/09/15	<ul style="list-style-type: none"> • Syllabus Introduction • The power of “why” and constructing powerful questions • Measuring for success • Project management overview (who, what, when and the sequence) • Textbook insights • David Wilkins, Shands Privacy Officer at 12:00 p.m. 	
Week 2 – Individual Team Meetings w/Tom	1/16/15	<ul style="list-style-type: none"> • Written Project overview (What and Why) presentation/discussion • Draft work plan (who, what, when) • Team Discussion 	<ul style="list-style-type: none"> • Team Agenda • Project Overview • Draft Work Plan
Week 3	1/23/15	<ul style="list-style-type: none"> • Introduction to phenomenology – quantitative data • Mixed methods research • Case study presentation “Dawn” – identifying the problem and practicing phenomenological inquiry • Textbook insights 	
Week 4 – Individual Team Meetings w/Tom	1/30/15	<ul style="list-style-type: none"> • Project updates • Data collection sources • What if scenarios – shifting the variables • Reflective discourse on team member and stakeholder engagement 	<ul style="list-style-type: none"> • Team Agenda • Questions and Business Assumptions • Final Work Plan
Week 5 – Individual Team Meetings w/Tom	2/06/15	<ul style="list-style-type: none"> • Project updates • Project – market and demand analysis discussion • Challenging the original assumptions discussion 	<ul style="list-style-type: none"> • Team Agenda • Supporting documentation for the “demand”

			discussion
Week 6	2/13/15	<ul style="list-style-type: none"> • Business modeling tools: <ul style="list-style-type: none"> ○ Per stat modeling (theory of simple numbers) ○ Payor mix sensitivity analysis ○ Population-based supply and demand modeling • Supply and demand modeling interactive case study and discussion • Textbook insights 	
Week 7	2/20/15	<ul style="list-style-type: none"> • Guest Speaker: Tariq Jawad, MBA, CPME: <ul style="list-style-type: none"> ○ Defining the problem and identifying stakeholders ○ Formal and informal power structures • Case study exercise and interactive discussion • Textbook insights 	
Week 8 – Individual Team Meetings w/Tom	2/27/15	<ul style="list-style-type: none"> • Project updates • Team updates • Obstacles and accomplishments 	<ul style="list-style-type: none"> • Team Agenda – include the following: Business Plan Update, Challenges and Accomplishments, Team Dynamics Discussion
Week 9	3/06/15	<ul style="list-style-type: none"> • Spring Break 	<ul style="list-style-type: none"> • Enjoy and be safe
Week 10	3/13/15	<ul style="list-style-type: none"> • Presentation tactics and techniques for a diverse healthcare population <ul style="list-style-type: none"> ○ Cascading the recommendations throughout the organization • Identifying the target audience • Post presentation to implementation 	

		<p>case study and discussion – why strategic initiatives fail</p> <ul style="list-style-type: none"> • Measuring for success • Textbook Insights 	
Week 11 – Individual Team Meetings w/Tom	3/20/15	<ul style="list-style-type: none"> • Preparing for the final presentation <ul style="list-style-type: none"> ◦ Executive summary format • Project updates and communication plan 	<ul style="list-style-type: none"> • Team Agenda – include the following: Executive Summary Discussion and Presentation Discussion
Week 12		<ul style="list-style-type: none"> • Leading and following: leadership lessons and implementing change – an evidence-based leadership and employee engagement model • Case study and interactive dialogue on your team-based experiences • Interactive dialogue and discussion on the final presentations 	
Week 13 – Final presentations – Group One	4/03/15	<ul style="list-style-type: none"> • Project presentations • Peer feedback • Guest feedback 	<ul style="list-style-type: none"> • Presentation slides • Executive Summaries • Business Plans
Week 14 – Final Presentations – Group Two	4/10/15	<ul style="list-style-type: none"> • Project presentations • Peer Feedback • Guest Feedback 	<ul style="list-style-type: none"> • Presentation slides • Executive Summaries • Business Plans
Week 15 – Individual Team Meetings w/Tom	4/17/15	<ul style="list-style-type: none"> • Team wrap-up discussions • Plus/delta dialogue • Lessons learned 	<ul style="list-style-type: none"> • Team Agenda (the last one!)
Week 16	4/24/15	<ul style="list-style-type: none"> • Reflective discourse • Key takeaways on project management, team management, stakeholder engagement and communication 	<ul style="list-style-type: none"> • Class Evaluation • Peer Evaluation

		<ul style="list-style-type: none"> How to improve the course discussion 	
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Course Materials and Technology

Shore, D.S. (2014). *Launching and Leading Change Initiatives in Health Care Organizations: Managing Successful Projects*. San Francisco, CA: Jossey-Bass.

Supplemental Text and Resources

Swayne, L.E., Duncan, W.J., & Ginter, P.M. (2008). *Strategic Management of Healthcare Organizations 6th Ed.* San Francisco, CA: Jossey-Bass.

Readings, case studies, grading rubrics, resources and presentation slides will be posted on the course website.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments & Grading

Assignment	Percentage of Grade	MHA Program Competencies
Comprehensive Project	80%	HEC-0, HEC-1, HOP-0, HOP-1, HOP-2, HOP-3, BAT-0, BAT-1, BAT-2, BAT-3, BAT-4, LP-0, LP-1, LP-2, LP-4
Individual Attendance	5%	
Meeting Facilitation	10%	HOP-4, BAT-1, LP-1, LP-2, LP-3
Class & Peer Evaluations	5%	LP-3

Comprehensive Project Grading

Project Element	Description	% of Grade
Business Opportunity Statement (Project Overview)	Precise statement that defines the opportunity, the scope of the engagement, implications and the objectives/desired outcomes of the planning process	10%
Questions and Business Assumptions	Clear and concise questions derived from the problem statement that probes the root cause underlying the problem statement. Questions provide the framework for the work plan (data collection, literature review, etc.). The questions should include baseline data that validates root cause.	10%

Project Work Plan	A written work plan and presentation that outlines the who, what, and when and will include a critique on how the work plan supported or hindered the team's ability to organize and complete the assignment within the prescribed timeframe.	5%
Business Plan	The team integrates knowledge and skills acquired through all prior course and fieldwork during the program to complete the business plan for a healthcare client. There is literature to support the teams choice of analytical tools (quantitative, qualitative or mixed methods) and will reflect in-depth knowledge of healthcare delivery, organization, management and finance and the underscore the recommendations.	45%
Written Executive Summary	Incorporates all elements of the work product, including discussion of special considerations/challenges and recommendations. Please attach the analytical products developed (spreadsheets, qualitative coding, financial models, flow charts, etc.).	10%
Final Presentation	Communication skills in the organization and presentation of the findings/recommendations. Additionally, the ability to answer project-related questions will convey the depth of knowledge of the problem and will underscore the team's assertions.	10%
Preceptor Evaluation	Professional behavior, clear and respectful communication and critical thinking.	10%
Total		100%

Point system used (i.e., how do course points translate into letter grades).

Points earned	93 – 100	92 – 90	87- 89	83- 86	80- 82	79- 75	74- 70	69- 65	64- 60	59- 56	55- 53	< 52
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Attendance – 100% attendance is the expectation. However, you are allowed to miss up to 3 classes if excused and communicated in a timely manner. 10 points for 100% on time attendance, 1 missed class and/or greater than 5 minutes late – 8 points. Any more than 1 unexcused missed class and/or unexcused late arrival will equate to 0 points being awarded.

Individual Team Meetings – each student, on a rotating basis, will prepare an agenda and facilitate one of the every-other week team meetings with the instructor. The agenda will reflect the project work completed to date, any obstacles encountered, team check-in, and lessons learned to date.

Make-up Policy – Not applicable.

Assignment Policy – Only in extreme circumstances will the instructor accept late assignments. If the project team anticipates turning in an assignment late, this should be discussed during the every-other week team/instructor meetings.

Communication Guidelines

In writing, via e-mail, and within 48 hours of a scheduled class or the due date of an assignment.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit

their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
