

University of Florida
College of Public Health & Health Professions
Department of Health Services Research, Management, and Policy
Course Syllabus

HSA 7116: Health Services Organizational Research
Fall 2017

Thursdays, 12:50 – 3:50, Room G108

Instructor Information:

Nicole M. Marlow, PhD, MSPH
Phone: (352) 273-6080, Email: marlownm@phhp.ufl.edu
Office hours: By appointment

Course Overview:

Health care is provided by or through health care organizations. As such, the structure and behavior of these organizations can have a major impact on the access, quality, safety, and cost of health care. In this course we will review and apply the major “macro” theoretical perspectives to the study of health care organizations. The macrolevel of health care organizations refers to the ways that organizations cope within various market and environmental structures; whereas the microlevel refers to the internal activities and relationships inside a specific organization’s boundaries. Particular attention is given to the application of theory to the study of how organizations function in their environments, and in developing the student’s ability to conduct theory-based research on health care organizations.

Course Objectives

Upon completion of the course, students should be able to:

1. Distinguish among the major theoretical frameworks associated with the study of organizations and interorganizational relations;
2. Identify theoretical perspectives that are useful for analyzing key structures and processes that shape the organization and delivery of health services;
3. Describe research methodology issues commonly encountered in the study of organizations;
4. Critically review current research that applies organizational theory to health services;
5. Begin the process of articulating their own research agendas by developing, organizing and presenting a research proposal.

Disclaimer:

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Required Reading:

Scott, W.R. and Davis, G.F. (2007). *Organizations and Organizing: Rational, Natural, and Open System Perspectives*. New York, NY: Routledge Taylor & Francis Group. (First published 2007 by Pearson Education, Inc.)

Aldrich, H. and Ruef, M. (2006). *Organizations Evolving*, 2nd Edition. Thousand Oaks, California: Sage Publications.

Mick, S.S. and Shay, P.D. (2014). *Advances in Health Care Organization Theory*, 2nd Edition. San Francisco, CA: Jossey-Bass. **[E-Book available with UF Library]**

Other literature: ***see reading list for each class session***

Suggested Reading:

Roberts, J. (2007). *The Modern Firm*. New York: Oxford University Press.

Course Requirements/Evaluation/Grading Policies:

Topic Teaching (40%)

The course is in seminar format. Part of the learning at the doctoral level is to develop the ability to conduct a seminar. Moreover, a major part of doctoral-level research and teaching involves being able to synthesize, interpret, and critique other people's work. For this reason, each class session will have a primary and secondary discussant. Each of you will be assigned as the primary discussant for three class sessions and the secondary discussant for an additional three class sessions.

Each week...

The primary discussant will be responsible for:

1. Synthesizing the assigned readings on each theory and related empirical work
2. Seeking out and synthesizing a current empirical work related to the topic of the session

Please note, additional empirical work that will be included as part of your presentation should be emailed to the instructor by the Sunday prior to the course session at 12:50 PM. The instructor will post your article selection for the class on the course Canvas site.

3. Extracting key concepts from all readings
4. Leading and pacing the discussion by means of an in-class presentation. As appropriate, you should facilitate your presentation with visual aids or any other media you think will make your points effectively.
5. **Developing summary handouts for the class and emailing them to the instructor 24 hours in advance of the course session (i.e., Wednesdays by 12:50 PM).** The instructor will post these handouts for the class on the course Canvas site.
6. Preparing approximately 3-5 in-depth questions for the class to discuss
7. Meeting at least once with the secondary discussant to prepare for the upcoming class

The secondary discussant will be responsible for:

1. Knowing the material equally as well as the primary discussant
2. Serving as a backup primary discussant in case of an unexpected absence
3. Meeting at least once with the primary discussant to prepare for the upcoming class

Non-discussant students will be responsible for:

1. Actively discussing all assigned and supplemental readings during class
2. Using their own interpretations, experiences, and knowledge to augment the discussants' materials

The instructor will be responsible for:

1. Highlighting and explaining the most critical concepts
2. Correcting any misconceptions or oversights in the discussants' presentations
3. Pacing the discussion
4. Introducing additional discussion questions

******Additionally, to maximize learning, I strongly encourage all students to meet in small discussion groups each week.******

Use the following guides to prepare for moderating your session:

1. Review the assigned readings and identify key premises, assumptions, theoretical arguments, research questions, and methods.
2. Constructively critique the material you read by considering what the material tells you, what does the theory predict and explain, what questions remain unanswered, and where the particular study/theory might go from here (particularly for the examination of health care organizations).
3. When considering theoretical work, you may want to consider the following as you evaluate the material and prepare your presentation and discussion:
 - a. Describe the theory--What is the theory supposed to explain? What are the key concepts (antecedents, consequences, moderators, etc.)? What is the scope of the theory? What are the appropriate units and levels of the theory?

- b. Is the theory logically consistent? Can it be empirically tested? If so, how might this be done?
 - c. What are the predictions made by the theory? Are any of the predictions non-obvious or surprising? How or why might these be of interest to academicians? To practitioners?
 - d. How is the theory related to those that we have discussed in the class? Are there any contradictions? How could we reconcile or integrate the differences?
 - e. In what ways do you think this theory could/should be extended, if at all?
4. When considering empirical work for the session, consider the following as you evaluate the material and prepare your presentation and discussion:
- a. What are the research questions examined in the study? Is the significance of the research problem clearly justified?
 - b. Is the theoretical perspective or framework clearly explained? Is it appropriate for addressing the research problem?
 - c. Are there specific hypotheses? Are they clearly justified according to the theoretical perspective or framework?
 - d. How are the theoretical constructs operationalized? To what extent do you agree that the operationalizations are appropriate?
 - e. What is the research design? Is it appropriate? What are the target population and the sample? Is the sample properly selected? Is the sample large enough for the analysis?
 - f. What is the statistical analysis? Is it appropriate for the purpose of the study?
 - g. What are the conclusions of the study? Do you agree with the authors' interpretation? Are there alternative explanations? What might be an appropriate follow-up or extension of the work reported?

A high quality presentation and discussion should include coverage of the core ideas, a balanced critique (i.e., limitations and contributions), while also integrating material from the different readings. The discussants should prompt the class with questions to encourage discussion on key issues in and relationships between the chapters and articles. The discussants should also prompt the class with more basic questions or misunderstandings that arose when reading the material. Remember, class is scheduled to meet for three hours, so you should develop an in-depth set of presentation materials and discussion notes but also synthesize sufficiently so that all materials are covered in discussion.

Weekly Participation as Non-Discussants (20%)

The course is designed as a graduate seminar. This approach allows for substantial exchange and debate. Students are expected to arrive in class prepared to discuss all of the chapters and articles assigned each week. Each student's preparation and contribution is essential to the success of the course. Students are expected to attend every class meeting. ***Students will be evaluated on both the quantity and quality of their participation in class discussions.***

Research Proposal (40%)

The purpose of the proposal is to apply one or more organizational theories (from those covered in this course) to a current phenomenon or issue in the health care sector and develop hypotheses based on the particular theory. The final paper should be approximately 10-15 pages in length

(excluding references), double-spaced, 1 inch margins, and use a 12-point font. In-text citations and references should be formatted using APA style. The required content outline for the proposal is located at the end of the course syllabus. **Topics should be submitted to the instructor on Canvas by October 20, 12:50 PM. Proposals are due for final submission on Canvas by December 7, 12:50 PM.**

In addition, students will present using PowerPoint a draft of the proposal to the group on November 30. A handout of the presentation should be distributed to the instructor and students. This session will provide an opportunity for feedback from the instructor and other students prior to your final proposal submission.

The total number of points earned will be transformed to letter grades as follows:

95-100 = 4.0 (A)	80-82.9 = 2.67 (B-)	67-69.9 = 1.33 (D+)
90-94.9 = 3.67 (A-)	77-79.9 = 2.33 (C+)	63-66.9 = 1.00 (D)
87-89.9 = 3.33 (B+)	73-76.9 = 2.00 (C)	60-62.9 = 0.67 (D-)
83-86.9 = 3.00 (B)	70-72.9 = 1.67 (C-)	Below 60 = 0 (E)

UF Policies:

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Cheating or plagiarism in any form is unacceptable and inexcusable behavior. Students are expected to understand and act in accordance with UF Student Honor Code (<http://www.dso.ufl.edu/students.php>).

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

Netiquette: Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

Policy related to Class Attendance or Other Work:

You will not obtain a good grade in this course if you do not attend and actively participate in class discussions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis and only in the most extreme of circumstances.

Getting Help:

For issues with technical difficulties for E-learning in Canvas, contact the UF Help Desk at:

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

Any requests for extensions 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 your instructor within 24 hours of the technical difficulty if you wish to request an extension.

Other resources are available for:

- Counseling and Wellness resources (<http://www.counseling.ufl.edu/cwc/>)
- Student concerns and complaints (<https://www.dso.ufl.edu/>)
- Library Help Desk support (<http://library.health.ufl.edu/help/>)

Course Outline

Date	Topic	Session	Discussants
Note: Pay attention to Canvas, email and in class announcements for weekly updates to the schedule, readings, and/or assignments.			
Aug. 24	Course Introduction <ul style="list-style-type: none"> • Introductions • Review syllabus • Primary & Secondary Discussants 	1	Marlow
Aug. 31	Overview of Organizational Theory	2	(1), (2)
Sept. 7	Contingency Theory	3	(1) , (2)
Sept. 14	Economic Theories	4	(1) & , (2) &
Sept. 21	Resource Dependence Theory	5	(1) , (2)
Sept. 28	Institutional Theory	6	(1) , (2)
Oct. 5	Population Ecology	7	(1) , (2)
Oct. 12	Strategy and Performance	8	(1) , (2)
Oct. 19	No Class - FHA Reception	9	
Oct. 20	Research Proposal Topic Due		
Oct. 26	Resource Based View of the Firm	10	(1) , (2)
Nov. 2	Integrating Multiple Perspectives	11	(1) , (2)
Nov. 9	Interorganizational Relationships / Network Theory	12	(1) , (2)
Nov. 16	Intraorganizational Processes / Power and Organizational Culture	13	(1) , (2)
Nov. 23	No Class – Thanksgiving	14	
Nov. 30	Student Presentations	15	
Dec. 7	Research Proposal Due		

Assigned Readings:

Session 2: Overview of Organizational Theory

Scott, W.R. and Davis, G.F. (2007). Chapter 1 - The Subject is Organizations; The Verb is Organizing. *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

Scott, W.R. and Davis, G.F. (2007). Chapter 2 - Organizations as Rational Systems. *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

Davis, Gerald F. and Marquis, Christopher. (2005). Prospects for Organization Theory in the Early Twenty-First Century: Institutional Fields and Mechanisms. *Organization Science*. 16: 332-343.

Flood, A.B. and Fennell, M.L. (1995). Through the lenses of organizational sociology: The role of organizational theory and research in conceptualizing and examining our health care system. *Journal of Health and Social Behavior*, 35 (extra issue): 154-169.

Snail, T.S. and Robinson, J.C. (1998). Organizational diversification in the American hospital. *Annual Review of Public Health*, 19: 417-453.

Session 3: Contingency Theory

Scott, W.R. and Davis, G.F. (2007). Chapter 6 - Technology and Structure (**Also, pages 103-104**). *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

Drazin, Robert; Van De Ven, Andrew H. 1985 "Alternative Forms of Fit in Contingency Theory." *Administrative Science Quarterly* 30: 514-539.

Lawrence, P. and Lorsch, J. (1967). Differentiation and integration in complex organizations. *Administrative Science Quarterly*, 12: 1-47.

Perrow, C.R. (1967). "A Framework for Comparative Organizational Analysis" *American Sociological Review*, 32: 194-208.

Zinn, J., Brannon, D., Mor, V., and Barry, T. (2003). A structure-technology contingency analysis of caregiving in nursing facilities. *Health Care Management Review*, 28(4): 293-306.

Session 4: Organizational Economics (Agency Theory and Transaction Cost Theory)

Scott, W.R. and Davis, G.F. (2007). Chapter 9, p. 220-233 - The dyadic environment of the organization. In *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

Coase, R.H. 1937. The nature of the firm. *Economica*. 4(16): 386-405.

Fama, E.F. & Jensen, M.L. 1983. "Separation of Ownership from Control" *Journal of Law and*

Economics, 26: 301-325.

Jensen and Meckling 1976. "Theory of the Firm: Managerial Behavior, agency costs, and Ownership Structure" *Journal of Financial Economics*, 3: 305-360.

Robinson, J.C. (1997). Physician-Hospital integration and the Economic Theory of the Firm. *Medical Care Research Review*, 54(1):13-24.

Robinson, J. (1997). Organizational economics and health care markets. *Health Services Research*, 36(1): 177-189.

Williamson, O.E. (1981). The economics of organization: The transaction cost approach. *American Journal of Sociology*, 87(3): 548-577.

Zinn, J.S., Mor, V., Intrator, O. et al. (2003). The impact of the prospective payment system for skilled nursing facilities on therapy service provision: A transaction cost approach. *Health Services Research*, 38(6 pt. 1): 1467-1485.

Session 5: Resource Dependence Theory

Pfeffer J.; Salancik G.R. (1978). Chapters 3, 6, & 9 In *The External Control of Organizations: A Resource Dependence Perspective*. New York: Harper & Row. [**E-Book available with UF Library**]

Scott, W.R. and Davis, G.F. (2007). Chapter 9, p. 233 – 244, The dyadic environment of the organization. In *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

Alexander, J.A., and Morrisey, M. (1989). A Resource-dependence Model of Hospital Contract Management. *Health Services Research*; 24(2):259-284.

Banaszak-Holl, J., Zinn, J.S. and Mor, V. (1996). The impact of market and organizational characteristics on nursing care facility service innovation: A resource dependency perspective. *Health Services Research*, 31(1): 97-117.

Casciaro, T. & Piskorski, M.J. (2005). "Power imbalance, mutual dependence and constraint absorption: A closer look at resource dependence theory." *Administrative Science Quarterly*, 50: 167-199.

Hillman, A.J., Withers, M.C., and Collins, B.J.(2009). Resource Dependence Theory: A Review. *Journal of Management*, 35: 1404-1427.

Session 6: Institutional Theory

Scott, W.R. and Davis, G.F. (2007). Chapter 10, p. 257-277, Organization of the environment. In *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

D'Aunno, T., Sutton, R., and Rice, R. (1991). Isomorphism and external support in conflicting institutional environments: A study of drug abuse treatment units. *Academy of Management Journal*, 34: 636-661.

DiMaggio, P. and Powell, W. (1983). The iron care revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48: 147-160.

Meyer and Rowan, (1977). "Institutionalized Organizations: Formal Structure as Myth and Ceremony" *AJS* 83: 340-63

Selznick, P. (1996). Institutionalism "Old" and "New". *Administrative Science Quarterly*, 2: 270-277.

Session 7: Organizational Ecology

Aldrich, H, and Ruef, M. (2006). Ch. 2, 6, & 9, The Evolution Approach, Organizational Forms, & Emergence of New Populations of Organizations. In *Organizations Evolving*.

Bruderl and Schussler 1990. "Organizational Mortality: The Liabilities of Newness and Adolescence" *ASQ* 35: 530-47.

Carroll, G. and Swaminathan, A. 2000. "Why the Microbrewery Movement? Organizational Dynamics of Resource Partitioning in the US Brewing Industry." *American Journal of Sociology*, 106:715-762.

Hannan, M. and Freeman, J. (1984). Structural inertia and organizational change. *American Sociological Review*, 49: 149-164.

Wholey, D., Christianson, J. and Sanchez, S. (1992). Organization size and failure among health maintenance organizations. *American Sociological Review*, 57: 829-842.

Session 8: Strategy and Performance

Scott, W.R. and Davis, G.F. (2007). Ch. 12, Strategy, structure, and performance: The sociology of organizational strategy. In *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

Castle, N.G. (2003). Strategic groups and outcomes in nursing facilities. *Health Care Management Review*, 28(3): 217-227.

Snail, T.S. and Robinson, J.C. (1998). Organizational diversification in the American hospital. *Annual Review of Public Health*, 19: 417-453.

Snow, C. and Hrebiniak (1980). Strategy, Distinctive Competence, and Organizational Performance. *Administrative Science Quarterly*, 25(2):317-336.

Session 9: Resource Based View of the Firm

Barney, J.B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17: 99-120.

Teece, D., Pisano, G., and Shuen, A. (1997). Dynamic Capabilities and Strategic Management. *Strategic Management Journal*, 18(7): 509-533.

Short, J., Palmer, T., and Ketchen, D. (2002). Resource-Based and Strategic Group Influences on Hospital Performance. *Health care Management Review*, 27(4): 7-17.

Starkey, K.B. Weech-Maldonado, R., and Mor, V. (2005). Market competition and quality of care in the nursing home industry. *Journal of Health Care Finance*, 32; 67-81.

Session 10: Integrating Multiple Theoretical Perspectives

Aldrich, H. & Ruef, M. (2006). Ch. 3, How the Evolutionary Approach Relates to Other Approaches. In *Organizations Evolving*.

Scott, W.R. & Davis, G.F. (2007). Ch. 14, Changing Contours of Organizations and Organization Theory. In *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

Clarke, L., & Estes, C. (1992). Sociological and economic theories of markets and nonprofits: Evidence from home health organizations. *The American Journal of Sociology*, 97: 945-969.

Krein, S. (1999). The adoption of provider-based rural health clinics by rural hospitals: A study of market and institutional forces. *Health Services Research*, 34: 33-60.

Zinn, J., Weech-Maldonado, R. and Brannon, D. (1998). Resource dependence and institutional elements in nursing home TQM adoption. *Health Services Research*, 33: 261-273.

Session 11: Interorganizational Relationships, Social Network Theory

Scott, W.R. and Davis, G.F. (2007). Ch. 11, Networks in and around organizations. In *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

Shortell, S.M. and Rundall, T.G. (2003). Physician-organization relationships: Social networks and strategic intent. In *Advances in Health Care Organization Theory*, Ed. S.S. Mick and M.E. Wyttenbach. San Francisco, CA: Jossey-Bass.

Huerta, T.R. and Dandi, R. (2014). Social Network Analysis and the Integration of Care: Theory and Method. In *Advances in Health Care Organization Theory*, Ed. S.S. Mick and P.D. Shay. San Francisco, CA: Jossey-Bass.

Oliver, C. (1990). Determinants of interorganizational relationships: Integration and future directions. *Academy of Management Review*, 15: 241-265.

Ring, P. and van de Ven, A. (1994). Developmental Processes of Cooperative Interorganizational Relationships. *Academy of Management Review*, 19(1):90-118.

Session 12: Intraorganizational Processes, Power and Organizational Culture

Scott, W.R. and Davis, G.F. (2007). Ch. 8, Goals, power, and control. In *Organizations and Organizing: Rational, Natural, and Open System Perspectives*.

Barney, J. (1986). Organizational Culture: Can It Be a Source of Sustained Competitive Advantage? *The Academy of Management Review*, 11(3): 656-665.

Hartmann, C., Meterko, M., Rosen, A., et al. (2009). Relationship of Hospital Organizational Culture to Patient Safety Climate in the Veterans Health Administration. *Medicare Care Research and Review*, 66(3): 320-338.

Vandenberghe, C. (1999). Organizational culture, person-culture fit, and turnover: a replication in the health care industry. *Journal of Organizational Behavior*, 20: 175-184.

Content Outline for Research Proposal:

1. ABSTRACT
2. INTRODUCTION
 - Introduction (very brief, 1 – 2 paragraphs)
 - Statement of the Problem (very brief, 1 – 2 paragraphs)
 - Objective of the Study
3. OVERVIEW OF THE PHENOMENA (a more in-depth literature background)
 - Policy Background/Debate (if applicable)
 - Previous Research Findings
 - Overview of Recent Trends (if applicable – what are the most recent developments in the field regarding your study’s objectives, not necessarily with a peer-reviewed literature basis as of yet)
4. THEORETICAL BACKGROUND (pay close attention to how the empirical examples published in *Health Services Research* lay-out this section)
 - Theory
 - Conceptual Framework
 - Hypotheses
5. DATA AND METHOD
 - Study Design
 - Data Sources
 - Outcome Variables
 - Primary Independent Variable
 - Control Variables
 - Analytic Approach
6. IMPLICATIONS (how will the results of your research be used by healthcare organizations? how will the results of your research be used to develop future empirical work?)
7. REFERENCES