Instructor Information:

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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:


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

Suggested Reading:

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:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>4.0 (A)</td>
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<tr>
<td>90-94.9</td>
<td>3.67 (A-)</td>
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<td>87-89.9</td>
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<td>70-72.9</td>
<td>1.67 (C-)</td>
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<tr>
<td>Below 60</td>
<td>0 (E)</td>
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**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 is 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: CommunicationCourtesy:** 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Session</th>
<th>Discussants</th>
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<tbody>
<tr>
<td>Aug. 24</td>
<td>Course Introduction</td>
<td>1</td>
<td>Marlow</td>
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<td></td>
<td>• Introductions</td>
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<td></td>
<td>• Review syllabus</td>
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<td></td>
<td>• Primary &amp; Secondary Discussants</td>
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<tr>
<td>Aug. 31</td>
<td>Overview of Organizational Theory</td>
<td>2</td>
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<tr>
<td>Sept. 7</td>
<td>Contingency Theory</td>
<td>3</td>
<td>(1), (2)</td>
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<tr>
<td>Sept. 14</td>
<td>Economic Theories</td>
<td>4</td>
<td>(1) &amp; (2)</td>
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<td>Sept. 21</td>
<td>Resource Dependence Theory</td>
<td>5</td>
<td>(1), (2)</td>
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<tr>
<td>Sept. 28</td>
<td>Institutional Theory</td>
<td>6</td>
<td>(1), (2)</td>
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<td>Oct. 5</td>
<td>Population Ecology</td>
<td>7</td>
<td>(1), (2)</td>
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<tr>
<td>Oct. 12</td>
<td>Strategy and Performance</td>
<td>8</td>
<td>(1), (2)</td>
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<td><strong>Oct. 19</strong></td>
<td><strong>No Class - FHA Reception</strong></td>
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<td><strong>Oct. 20</strong></td>
<td><strong>Research Proposal Topic Due</strong></td>
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<td>Oct. 26</td>
<td>Resource Based View of the Firm</td>
<td>10</td>
<td>(1), (2)</td>
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<td>Nov. 2</td>
<td>Integrating Multiple Perspectives</td>
<td>11</td>
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<td>Nov. 9</td>
<td>Interorganizational Relationships / Network Theory</td>
<td>12</td>
<td>(1), (2)</td>
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<tr>
<td>Nov. 16</td>
<td>Intraorganizational Processes / Power and Organizational Culture</td>
<td>13</td>
<td>(1), (2)</td>
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<tr>
<td><strong>Nov. 23</strong></td>
<td><strong>No Class – Thanksgiving</strong></td>
<td>14</td>
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<td><strong>Nov. 30</strong></td>
<td><strong>Student Presentations</strong></td>
<td>15</td>
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<td><strong>Dec. 7</strong></td>
<td><strong>Research Proposal Due</strong></td>
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*Note: Pay attention to Canvas, email and in class announcements for weekly updates to the schedule, readings, and/or assignments.*
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*.


Session 3: Contingency Theory


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


Economics, 26: 301-325.


**Session 5: Resource Dependence Theory**


**Session 6: Institutional Theory**


**Session 7: Organizational Ecology**


**Session 8: Strategy and Performance**


Session 9: Resource Based View of the Firm


Session 10: Integrating Multiple Theoretical Perspectives


Session 11: Interorganizational Relationships, Social Network Theory


**Session 12: Intraorganizational Processes, Power and Organizational Culture**


**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