

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSA 6115 Introduction to Management of Health Services Organizations**  
 Fall 2014  
 Delivery Format: On-Campus

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course is an introduction to the management of Health Services Organizations. As an introductory course, many of the broad concepts and skills of management will be covered. Students will learn the application of these techniques to HSOs. In addition, students will begin to understand the variability of management styles and personalities and begin to develop their own style.

The course will be broken into three modules or themes. The first theme will focus on basic managerial and professional skills. Topics such as communication, writing and presenting as well as management and leadership theories will be covered in this module. The second theme will review the current healthcare environment in which health services organizations operate. The organizational, regulatory, financial and political environments that strongly impact operations of health services organizations will be discussed. The final theme will cover the core managerial functions of health services organizations. Topics such as marketing, strategy development, and financial management will be covered.

The concepts of the course will be taught through a variety of modalities. Extensive use of case studies for real world applications. Textbook chapters will be presented for management concepts. Group projects will be assigned for team building and collaboration. Finally, group presentations will be utilized to develop speaking skills.

### **Course Objective – Competency Matrix**

<b>#</b>	<b>Course Objective</b>	<b>Competencies</b>		<b>Assessment</b>
1	Discuss the current healthcare environment in which health services organizations operate.	HEC-0	<i>Analyze, synthesize and act on</i> key trends, activities, <i>and government policies</i> in the health care environment	Midterm/Final, <a href="#">Ponder This - Legal Environment,</a>  <a href="#">Ponder This - Political Environment,</a>  <a href="#">Case Report</a>
		HEC-2	<i>Interpret, monitor, and comply with</i> laws and regulations that protect health practitioners, organizations, and the public	Midterm/Final,  <a href="#">Ponder This - Legal</a>

#	Course Objective	Competencies		Assessment
				Environment, Ponder This - Political Environment
2	Distinguish between the core functions of healthcare management, including strategy, marketing, controlling and organizational design.	HOP-4	<i>Incorporate</i> principles and tools of human resource management, organizational behavior and leadership of change to achieve organizational goals	Midterm/Final, Ponder This - Human Resources, Ponder This - Strategy. Case Report
HOP-1		Propose and implement strategic approaches based on statistical and quantitative assessments of clinical, financial, and organizational performance	Midterm/Final, Ponder This - Strategy Ponder This - Financial Management	
HOP-2		<i>Incorporate evidenced-based approaches and external assessments in the design and implementation of programs that improve community health, and organizational, financial and clinical performance</i>	Midterm/Final, Ponder This - HSOs Case Report	
3	Clarify distinctions between leadership and management.	LP-3	Assess individual strengths and weaknesses (including the impact that you have on others) and engage in continual professional development including reflection and self-directed learning.	Midterm/Final, Ponder This - Emotional Intelligence
LP-2		Apply effective and appropriate oral and written communication vehicles	Business Letter, Email, Memo, Ponder This - Presentations	
LP-4		Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals.	Ponder This - Emotional Intelligence	

#	Course Objective	Competencies		Assessment
4	Accept the value of the application of Emotional Intelligence principles to professional success.	LP-4	Articulate how leaders energize stakeholders with a compelling vision that fosters and sustains shared commitment to organizational goals.	Midterm/Final, <a href="#">Ponder This - Emotional Intelligence</a>
		LP-3	Accurately assess individual strengths and weaknesses (including the impact that you have on others) and engage in continual professional development including reflection and self-directed learning	<a href="#">Ponder This - Emotional Intelligence</a>
5	Break down and describe the interrelationships between the fundamental departments of health services organizations and their contribution to organizational mission	HOP-4	<i>Incorporate</i> principles and tools of human resource management, organizational behavior and change management to achieve organizational goals.	Midterm/Final, <a href="#">Ponder This - HSOs</a> , <a href="#">Ponder This - Payment of Services</a> , <a href="#">Ponder This - Financial Management</a> , <a href="#">Ponder This - Marketing</a> <a href="#">Ponder This - Human Resources</a> <a href="#">Case Report</a>

### Instructional Methods

- Exams
- Case instruction
- Group work
- Self reflection

### Course Expectations

This class is one of the first graduate courses you will take. Many of you will be transitioning straight from undergraduate programs. It is important to note that expectations are different in a professional graduate program. There are two things, based upon my experience, that are important to learn as you progress through your career development. The first is to learn to read. It is important to develop the discipline to read journals, newspapers, websites, and other sources. Continually seek to improve your knowledge. This serves not only to improve your understanding of the environment you work and live in and the multiple viewpoints, but keeps you up to date on current trends in industry. The second is the old saying, "perception is reality". I

try and stress this to my undergrad courses, but I expect graduate students to take this to heart. Start acting like a professional in everything you do and approach, including your courses. You may be a brilliant genius, but if you present yourself in a lazy, sloppy manner, people will see you that way and their perception will become reality, stifling any chance to prove yourself.

## DESCRIPTION OF COURSE CONTENT

### Tentative Schedule

The following is an outline of courses topics and dates that we will be discussing them. Dates are subject to change depending upon class dynamics and interest, but all subject topics will be covered.

Module 1	Tuesday, August 26, 14	Course Review/Syllabus
		Case For Communication
	Thursday, August 28, 14	
	Tuesday, September 2, 14	Business Writing
	Thursday, September 4, 14	
	Tuesday, September 9, 14	Presentations
	Thursday, September 11, 14	
	Tuesday, September 16, 14	Emotional Intelligence
	Thursday, September 18, 14	Management/Leadership theories
Module 2	Tuesday, September 23, 14	
	Thursday, September 25, 14	
	Tuesday, September 30, 14	
	Thursday, October 2, 14	Type of HSO
	Tuesday, October 7, 14	
	Thursday, October 9, 14	Payment of Services
	Tuesday, October 14, 14	Midterm
	Thursday, October 16, 14	
	Tuesday, October 21, 14	
	Thursday, October 23, 14	Political Environment
Tuesday, October 28, 14	Legal Environment	
Module 3	Thursday, October 30, 14	Management Processes
	Tuesday, November 4, 14	
	Thursday, November 6, 14	Human Resources
	Tuesday, November 11, 14	Holiday
	Thursday, November 13, 14	Financial Management

	Tuesday, November 18, 14	
	Thursday, November 20, 14	
	Tuesday, November 25, 14	Marketing
	Thursday, November 27, 14	Thanksgiving
	Tuesday, December 2, 14	
	Thursday, December 4, 14	Strategy
	Tuesday, December 9, 14	Course Wrap-up

Date	Details
Fri Aug 29, 2014	Ponder This - Communication due by 11:59pm
Fri Sep 5, 2014	Business Letter due by 11:59pm Email due by 11:59pm Memo due by 11:59pm
Fri Sep 12, 2014	Ponder This - Presentations due by 11:59pm
Tue Sep 16, 2014	IFH - Small Group Meeting #1/Team Case Assignment due by 11:59pm
Fri Sep 19, 2014	Ponder This - Emotional Intelligence due by 11:59pm
Fri Oct 3, 2014	Ponder This - HSOs due by 11:59pm
Fri Oct 10, 2014	Ponder This - Payment of Services due by 11:59pm
Thu Oct 16, 2014	No Class FHA 12am
Fri Oct 17, 2014	Homecoming 12am
Tue Oct 21, 2014	IFH - Small Group Meeting #2/Case Development due by 11:59pm
Fri Oct 24, 2014	Ponder This - Political Environment due by 11:59pm
Fri Oct 31, 2014	Ponder This - Legal Environment due by 11:59pm
Fri Nov 7, 2014	Ponder This - Human Resources due by 11:59pm
Tue Nov 11, 2014	Holiday 12am
Tue Nov 18, 2014	IFH - Small Group Meeting #3/Case Finalization due by 11:59pm
Fri Nov 21, 2014	Ponder This - Financial Management due by 11:59pm
Thu Nov 27, 2014	Thanksgiving 12am
Fri Nov 28, 2014	Thanksgiving 12am Ponder This - Marketing due by 11:59pm
Fri Dec 5, 2014	Case Report due by 11:59pm Ponder This - Strategy due by 11:59pm

## Required Materials

1. Longest, BB and Darr, K. 2014. *Managing Health Services Organizations and Systems*. 6<sup>th</sup> Edition. Health Professions Press: Baltimore, MD.
2. Course readings and case studies as assigned via Canvas

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## **ACADEMIC REQUIREMENTS AND GRADING**

### Grading Components

Final grading will be determined by the following components:

*Midterm - 25%*

*Final - 25%*

*Ponder This - 20%*

The "Ponder This" exercises are self-reflective one to two page papers. The intention is that students will utilize this exercise to step back, look at the subject matter that has been covered and apply it to the real world situations.

*Case Study Report/IFH Participation - 20%*

*Class Participation - 10%*

Class participation will be evaluated through attendance and participation in class break out sessions. Please note the exception for repeated unexcused absences in the "Policy Related Related to Class Attendance"

### Grading Scale

Total Points (of 100)	Grade Points	Grade
95 or more	4.0	A
90-94	3.67	A-
87 - 89	3.33	B+
83-86	3.0	B
80 – 82	2.67	B-
77-79	2.33	C+
73-76	2.0	C
70-72	1.67	C-
67-69	1.33	D+
63-66	1.0	D
60-62	.67	D-
Below 60	0	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

Exams will be delivered in class on the scheduled time.

### Policy Related to Make up Exams or Other Work

Make-up options will be offered to students only under extenuating circumstances and through communication with instructor. Instructor reserves the right to determine appropriate make-up options for each student.

### Policy Related to Class Attendance or Other Work

Students are expected to view all the lectures, read the assigned text and articles, be an active member of their group, and to actively participate in class discussions.

Personal issues with respect to class participation or fulfillment of course requirements will be handled on an individual basis and must be communicated with the instructor with reasonable advance notice.

**PLEASE NOTE: At this time, taking out holidays and cancelled classes, we will meet 28 times this semester. Greater than 10 unexcused absences will result in an Incomplete grade assignment.**

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>

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Professional behavior is expected at all times. Utilization of electronic devices should be limited and only for support of learning environment.

### Communication Guidelines

Students will be expected to communicate via official uf email.

### 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.