Leading Change in Healthcare
MANA 7372

Version 1.0

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Course Objectives

1. Appreciate the components of the United States healthcare system.

2. Learn what makes a healthcare organization great, including creating a transformational culture, continuous improvement, and excellence in clinical performance and logistical/strategic support.

3. Learn what makes a healthcare leader great, including managerial problem solving, strategizing, controlling and allocating resources, designing and communicating.

Course Description

 The United States healthcare industry is massive, complex and dysfunctional. The industry is under intense pressure to improve quality, decrease cost and facilitate access all within a tight and pervasive regulatory scheme. In the coming years, the industry will need strong, visionary, knowledgeable, and successful leaders who will be able to guide and adapt their institutions to improve the health of the United States population.

This course will introduce students to the challenge of leading a complex healthcare institution. We will begin with an appreciation of the types, structures and functions of the organizations that comprise the healthcare ecosystem, including the role of innovation, technology and the legal system in shaping future health systems. We will focus on what makes great healthcare systems and great healthcare leaders with a focus on practical problem solving, decision making, transformation, communication, resource management and system design.

This course will serve as a foundational leadership class for students interested in the healthcare industry. The course might also appeal to students interested in the complex role and skills of the leader in a challenging and rapidly changing industry. No healthcare background is assumed or necessary.

Required Textbooks

Managing Health Services Organizations and Systems, 6th Edition, Beaufort B. Longest, Jr. and Kurt Darr.

The Well-Managed Healthcare Organization, 9th Edition, Kenneth R. White and John R. Griffith.

Course Structure

Our class will meet for fourteen weeks on Wednesday evenings. Check the Sessions section below to make sure you are prepared for case discussions, and to make sure that all assignments are turned in timely.

Office Hours

I can be available weekdays and weekends to meet with you individually. Please just email me to arrange a date and time. I will make best efforts to respond to email within 24 hours.

Grading

The final grade for this class depends on the following three components.

1.   Individual Problems - 50% of Grade

Individual Project. Each week there will be one or more cases or questions to be completed without consultation with your classmates.

2.   Group Problems – 50% of Grade

Small Group Project. Each week there will be one or more questions to be completed by your small group.

3.   Class Participation – Bonus

I will use participation during our weekly sessions as a potential curve. <u>Please note that I will frequently call on you for your input or opinions, so be prepared</u>. Please review Appendix A for details.

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston Graduate Excused Absence Policy for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Additional policies address absences related to military service, religious holy days, pregnancy and related conditions, and disability.

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Center for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible.

Resources for Online Learning

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our Power-On website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHonline@uh.edu.

UH Email

 Email communications related to this course will be sent to your Exchange email account which each University of Houston student receives. The Exchange mail server can be accessed via Outlook, which provides a single location for organizing and managing day-to-day information, from email and calendars to contacts and task lists. Exchange email accounts can be accessed by logging into Office 365 with your Cougarnet credentials or through Access UH. They can also be configured on IOS and Android mobile devices. Additional assistance can be found at the Get Help page.

Webcams

Access to a webcam is required for students participating remotely in this course. Webcams must be turned on (video unmuted) during all live course meetings to enable our discussions.

Honor Code Statement

Students must abide by an honor code as part of their submission of any graded work including but not limited to projects, quizzes, and exams: "I understand and agree to abide by the provisions in the Houston Graduate Academic Honesty Policy. I understand that academic honesty is taken very seriously and, in the cases of violations, penalties may include suspension or expulsion from the University of Houston."

Synchronous Online Courses

This course is being offered in the synchronous online format. Synchronous online class meetings will take place according to the class schedule. In between synchronous class meetings, there may also be asynchronous activities to complete (e.g., discussion forums and assignments). An alternative assessment will be used in the place of the traditional final exam at the course conclusion. Instructions will be

provided, including the date and time that the assessment materials will be released to the class and will be due, resources and collaborations that are allowed and disallowed in the process of completing the assessment, procedures to follow if connectivity or other resource obstacles are encountered during the assessment period, acceptable submission formats, and submission location.

Helpful Information

COVID-19 Updates: https://uh.edu/covid-19/

Coogs Care: https://www.uh.edu/dsaes/coogscare/

Laptop Checkout Requests: https://www.uh.edu/infotech/about/planning/off- campus/index.php#do-you-need-a-laptop

Health FAQs: https://uh.edu/covid-19/faq/health-wellness-prevention-faqs/

Student Health Center: https://uh.edu/class/english/lcc/current-students/student-health-center/index.php

Professor Evaluation

The C.T. Bauer College of Business has a policy for its instructors to be evaluated by students to provide feedback on how their teaching performance can be improved. I strongly encourage you to participate in the evaluation process. I am available throughout the course to receive any informal input. I rely on your input to improve the class each time I teach it.

Disability-Based Accommodations

The C.T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, students must register with the Center for Students with Disabilities (CSD) (Telephone 713-743-5400) It is the mission of the Disability Resource Center (DRC) to be committed to providing access to the educational environment for students. Students who may need accommodations should contact the DRC to discuss their needs and begin the registration process.

Sessions

We will approach each week in a similar fashion: each class will be split between discussing what makes a great healthcare leader (the focus of the Longest readings) and what makes a great healthcare institution (the focus of the White readings). Each week we will discuss a summary of a chapter from each text and then spend the majority of our time discussing real-world problems. Some problems will be assigned to be answered individually or by your group and be due prior to class.

<p style="text-align:center">WEEK ONE</p>

Healthcare in the United States
Longest Chapter One
      Case Study

Foundation of Well-Managed Healthcare Organizations
White Chapter One
      Practice Applications

<p style="text-align:center">WEEK TWO</p>

Types and Structures of Health Service Organizations and Systems
Longest Chapter Two
      Case Study

Creating and Sustaining a Transformational Culture
White Chapter Two
      Practice Applications

<p style="text-align:center">WEEK THREE</p>

Healthcare Technology
Longest Chapter Three
      Case Study

Building Continuous Improvement
White Chapter Three
      Practice Applications

<p style="text-align:center">WEEK FOUR</p>

Ethical and Legal Environment
Longest Chapter Four
      Case Study

Establishing Strategic Governance
White Chapter Four
      Practice Applications

<p style="text-align:center">WEEK FIVE</p>

The Practice of Management in Health Services Organizations and Systems
Longest Chapter Five
      Case Study

Foundation of Clinical Evidence and The Clinical Staff Organization
White Chapter Five
     Practice Applications

Managerial Problem Solving and Decision Making
Longest Chapter Six
     Case Study

Nursing
White Chapter Six
     Practice Applications

The Quality Imperative: Theory
Longest Chapter Seven
     Case Study

Clinical Support Services
White Chapter Seven
     Practice Applications

The Quality Imperative: Implementation
Longest Chapter Eight
     Case Study

Population Health
White Chapter Eight
     Practice Applications

Strategizing
Longest Chapter Nine
     Case Study

Knowledge Management
White Chapter Nine

Practice Applications

Marketing
Longest Chapter Ten
    Case Study

Human Resources
White Chapter Ten
    Practice Applications

Controlling and Allocating Resources
Longest Chapter Eleven
    Case Study

Environment of Care
White Chapter Eleven
    Practice Applications

Designing
Longest Chapter Twelve
    Case Study

Financial Management
White Chapter Twelve
    Practice Applications

Leading
Longest Chapter Thirteen
    Case Study

Internal Consulting
White Chapter Thirteen
    Practice Applications

Communicating
Longest Chapter Fourteen
        Case Study

Marketing and Strategy
White Chapter Fourteen
        Practice Applications

Live Session Expectations

PLEASE BE PREPARED TO BE CALLED ON DURING CLASS – IT IS EXPECTED THAT YOU HAVE READ AND ARE FAMILIAR WITH ASSIGNED READINGS AND CASES

High/Above-Average Contributions Assessment Criteria:
1. Contributions reflect thorough or exceptional preparation.
2. Ideas offered are usually or always substantive, provide one or more significant insights and provide above average or highly productive direction for discussion among classmates.
3. Challenges to the ideas of others, including authors of assigned readings, are well-substantiated and often or always presented persuasively.
4. If this person were not present in our class sessions, the quality of discussion would be diminished markedly.

Medium/Average Contributions Assessment Criteria:
1. Contributions reflect satisfactory preparation.
2. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer new and substantive direction for discussion among fellow classmates.
3. Challenges to the ideas of others, including authors of assigned readings, are sometimes well-substantiated and sometimes presented persuasively.
4. If this person were not present in our class sessions, the quality of discussion would be diminished.

Low/Below-Ave Contributions Assessment Criteria:
1. Contributions reflect inadequate preparation.
2. Ideas offered are seldom substantive, provide few, if any, insights and, at times, take the classroom discussion in an unproductive, insightful direction.
3. Integrative comments and effective challenges are rare or absent.
4. If this person were not present in our class sessions, the quality of discussion would not be changed or might improve.

Appendix B

Assignment Expectations

1. There will be individual and group assignments each week. Your written work is due prior to that week's class.

2. Please complete each assignment, maximum two pages per question, double spaced, using Times New Roman 11 font, and submit as a pdf in Blackboard. Include the title of the homework, your name (or group names), and your student ID number(s) at the top of the page. You do not need to repeat the questions asked, just indicate the question you are answering by use of 1., 2., etc. Only one person from each team needs to turn in team assignments.

To be clear, each week, each student will turn in one paper answering one or more individual questions. And each week each team will turn in one paper answering one or more individual questions.

Please see the schedule for each week's specific assignments.