

Realities of Academic Medical Centers

The Realities of Academic Medical Centers

Course Description & Rationale

Course Description:

The Realities of Academic Medical Centers is a continuation of the initial seven week course. This course is designed to provide students with an up close perspective of how an Academic Medical Center and Faculty Practice Organization operates. The course will provide critical knowledge related to the following areas:

- Faculty and the Academic/Teaching Mission
- Research in an Academic Medical Center
- Physician Productivity
- Physician Recruitment & Compensation
- Strategic Planning & Growing a Practice
- Insurance and the Academic Medical Center
- Human Resources & Labor Relations

Using real life case studies, expert insight, and relevant reading materials these sections will outline the problems, issues, and possible solutions for each topic. Through interactive class discussion, evidence based research, and access to industry leaders with content expertise each student will develop a detailed understanding of the realities of Academic Medical Centers.

Course Rationale:

The Realities of Academic Medical Centers course is being created to provide students an essential introduction to Academic Medical Centers and Faculty Practice Organizations. The course is designed to provide relevant examples and critical discussion related to key Academic Practice management/operations. Given the recent growth nationally in the Academic Practice sector the need for this course has never been greater. This growth has led to a tremendous number of career opportunities that presently exist within Academic Medical Centers and Faculty Practice Organizations, this critical course offering will provide the students at Wagner a competitive edge in the job market. In addition, the unique aspects of this course will provide Wagner a competitive edge amongst other academic institutions.

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NYU/ Wagner

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The Realities of Academic Medical Centers course is designed to provide students with an up close perspective of how Academic Medical Centers and Faculty Practice Organization's (FPO's) operate. Using real life case studies, expert insight, and relevant reading materials students will develop a detailed understanding of the realities of Academic Practice Management. The preferred (but not required) prerequisites for this course are:

- P11.1020 Managing Public Service Organizations
- P11.1833 Health Care Management
- P11.1021 Financial Management
- P11.4844 Realities of Faculty Practice Management

Students lacking the aforementioned prerequisites must have work experience in health care organizations.

Learning Objectives:

At the end of this course, students will understand:

- The missions that define academic medicine, including teaching, research and clinical aspects.
- The key aspects related to the teaching/academic training programs
- The many layers that exist in relation to research in an academic medical center
- How to define, and outline physician productivity across the various missions in an academic medical center.
- The various strategies related to faculty recruitment and models for physician compensation.
- Aspects related to strategic planning and growing a physician's practice.
- The strategies related to managed care and capturing market share.

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- The critical elements related to Human Resources and dealing with Labor Relations.

Students will also learn to improve their critical thinking and business writing skills as part of this course.

Course Sessions:

Week 1: **Introduction & Academic/Teaching in an Academic Medical Center**

- Course Expectations/Syllabus Review
- What are the many missions that exist in an academic medical center?
- Define the Academic/Teaching Mission
- Discuss aspects related to the Academic/Teaching Mission
- Discuss the challenges related to this mission, and how it is evolving in the future
 - Bachrach, David J. and Nicholas, William R. *One Revolution: Managing the Academic Medical Practice in an Era of Rapid Change*. Englewood, CO: MGMA, 1997. 39-53.
 - Kearl, Gary W., MD, Mainous III, Arch G., PhD. "Physicians' Productivity and Teaching Responsibilities." **Academic Medicine**. Volume 68, Number 2, 1993. 166-167.
 - Richardson, J. David, M.D., "Training of General Surgical Residents: What Model is Appropriate?" **The American Journal of Surgery**, 191 (2006), 296-300.
 - Edwards, Frederick D., M.D., Frey, Keith A., M.D., "The Future of Residency Education: Implementing a Competency-based Educational Model." **Family Medicine**. Volume 39, Number 2, February 2007, 116-125

Discussion Question (DQ): What are the key missions in an academic medical center? What is the traditional structure of a departmental academic model? What are some of the regulations related to physician training, and why are they important?

Week 2: **Research in an Academic Medical Center**

- Definition of Research
- Types of Research, and Funding
- Models of Research Enterprises
- Faculty and their Role in Research

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- Vickers, Andrew. "A basic introduction to medical research. Part i: what is research and why do it?" **Complementary Therapies in Nursing & Midwifery** (1995) 1, 85-88.
- Cole, Sharon Stewart, PhD. "Research Administration as a Living System." **The Journal of Research Administration**. Volume XXXVIII, Number 2 (2007), 14-27.
- Cole, Sharon Stewart, PhD. "Reframing Research Administration." **The Journal of Research Administration**. Volume XLI, Number 1, (2010), 11-21.
- Betz, F. Managing Science, Innovation, Technology, and Knowledge Management. DOI 10. Dpringer Science+Business Media, LLC (2011), 43-63.

DQ: What are the various aspects of Research? How is research typically funded in an academic medical center? What are the ways in which faculty can participate in research activities?

Week 3: Physician Productivity

- Define Physician Productivity
- Discuss physician productivity metrics
- Demonstrate the logistics for tracking and monitoring productivity
- Outline mechanisms for rewarding enhanced productivity
- Discuss challenges, and opportunities that exist with measuring productivity
 - Bachrach, David J. and Nicholas, William R. One Revolution: Managing the Academic Medical Practice in an Era of Rapid Change. Englewood, CO: MGMA, 1997. 187-201.
 - Blalock, Jack, MBA, and Mackowiak, Philip A., MD. "A Resource-allocation Model to Enhance Productivity of Academic Physicians." **Academic Medicine**. Volume 73, Number 10, (October 1998). 1062-1066.
 - Andrae, Margie C., Freed, Gary L., MPH. "Using a Productivity-based Physician Compensation Program at an Academic Health Center: A Case Study." **Academic Medicine**. Volume 77, Number 9 (September 2002), 894-899.

DQ: Describe the concept of physician productivity, and outline some of the key metrics that are used to effectively measure work output.

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*DUE DATE: Faculty Time and Effort

Week 4: Physician Recruitment and Physician Compensation

- Outline the purpose and process for physician recruitment
- Discuss the mechanisms and models for physician compensation
- Discuss how these concepts go hand in hand, as well as the meaningful impact that both can have on a department.
 - Bachrach, David J. and Nicholas, William R. *One Revolution: Managing the Academic Medical Practice in an Era of Rapid Change*. Englewood, CO: MGMA, 1997. Pp. 207-231.
 - Bickel, Janet, MA, Brown, Ann J., MD. "Generation X: Implications for Faculty Recruitment and Development in Academic Health Centers." **Academic Medicine**. Volume 80, Number 3 (March 2005), 205-210.
 - Joiner, Keith A., MD, MPH. "A Strategy for Allocating Central Funds to Support New Faculty Recruitment." **Academic Medicine**. Volume 80, Number 3, (March 2005), 218-224.
 - Rayburn, William F, MD, MBA, Alexander, Hershel, PhD, Lang, Jonathan, Scott, James L., MD. "First Time Department Chairs at U.S. Medical Schools: A 29-Year Perspective on Recruitment and Retention." **Academic Medicine**. Volume 84, Number 10, (October 2009), 1336-1341.

DQ: What is the process for physician recruitment? Can you outline the key components of physician compensation?

Week 5: Strategic Planning & Growing a Practice

- Define Strategic Planning
- Discuss methods and key elements of a strategic plan
- Outline the difference between strategy and operations
- Provide specific examples and methods to grow a physician's practice
 - Bachrach, David J. and Nicholas, William R. *One Revolution: Managing the Academic Medical Practice in an Era of Rapid Change*. Englewood, CO: MGMA, 1997. 87-105.
 - Harris, Michael T., MD. *Excellence with an Edge*. Gulf Breeze, FL; Firestarter Publishing, 2010. 81-83; 101-130.

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- McKay, Emily Gantz. “*Strategic Planning: A Ten Step Guide.*” **MOSAICA**. July 2001, 1-14.
- Karpf, Michael, M.D., Lofgren, Richard, M.D., Bricker, Timothy, M.D., MBA, Claypool, Joseph O., MHA, Zembrodt, Jim, MBA, Perman, Jay, M.D., and Higdon, Courtney M., MBA. “*Defining the Role of University of Kentucky HealthCare in Its Medical Market—How Strategic Planning Creates the Intersection of Good Public Policy and Good Business Practices.*” **Academic Medicine**. Volume 84, Number 2, (February 2009), 1-8.

DQ: What is a strategic plan, and how do they get implemented? What are some strategies that can be used to help cultivate and grow a physician’s practice?

Week 6: **Insurance in an Academic Medical Center/Faculty Practice**

- Define insurance models within an AMC/FPO
- Discuss strategies for physician enrollment with Insurance plans
- Outline issues related to insurance carriers and their impact on AMC/FPO’s
- Discuss the future impact of insurance carriers on patient volume on AMC/FPO’s
 - Bachrach, David J. and Nicholas, William R. *One Revolution: Managing the Academic Medical Practice in an Era of Rapid Change.* Englewood, CO: MGMA, 1997. 235-267.
 - Fox, P.D., Wasserman, J. “*Academic Medical Centers and Managed Care: Uneasy Partners.*” **Health Affairs**, 12, Number 1 (1993), 85-93.
 - Oregon for Oregon Health Policy & Research, “*Healthcare payment Reform & Provider Reimbursement: A Summary of Strategies for Consideration by the Oregon Health Fund Board.*” (March 2008), 1-22.
 - Edlin, Mari. “*New payment models keep doctors focused on providing best care.*” **Managed Healthcare Executive**. June 1, 2010.

DQ: What is the difference between participating and non-participating physicians from an insurance perspective? What is the impact financially if a faculty member is enrolled or not enrolled in a plan in New York?

***DUE DATE: FPO OPERATIONAL MODEL PAPER**

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Week 7: Human Resources and Labor Relations in a Faculty Practice Setting

- Define Human Resources and Labor Relations
- Outline the models for Human Resources within an academic setting
- Discuss the role of Labor Relations
- Outline the relationship between HR, and Labor Relations and an Academic Department.
 - Kabene, Stefane M., Orchard, Carole, Howard, John M., Soriano, Mark A., Leduc, Raymond. "The importance of human resources management in health care: a global context." Human Resources for Health. Volume 4:20, 2006, 1-17.
 - ASHHRA. "Summary of Findings: The Role of Health Care Human Resources in Quality and Patient Safety." White Paper. July 24, 2008.
 - Haeberle, Kevin, "Elevating the Role of the Health Care Human Resource Leader." www.ashhra.com, 2010.

DQ: Can you describe the typical model for Human Resources within an academic setting? How is Labor Relations typically used within an academic setting?

Readings:

Required:

Realities of Academic Medical Centers Course Reading Pack

Recommended:

Berry, Leonard and Kent Seltman, Management Lessons From the Mayo Clinic, McGraw Hill, 2008.

Pointer, Dennis D. and Orlikoff, James E, Getting to Great: Principles of Health Care Organization Governance, Jossey-Bass, 2002.

Baird, Kristin, Customer Service in Health Care: A Grassroots Approach to Creating a Culture of Service Excellence, Jossey-Bass, 2005.

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Griffith, John and White, Kenneth, The Well Managed Healthcare Organization, 2006, 6th Edition.

Health Care Management Journals:

Academic Medicine, Journal of the Association of American Medical Colleges, Lippincott Williams & Wilkins, Washington, DC

Healthcare Financial Management, Journal of the Healthcare Financial Management Association, Healthcare Financial Management Press

The Journal of Health Care Management, Health Administration Press, Chicago, IL

Medical Group Management, Journal of the Medical Group Management Association, Boulder, CO

Online Resources:

American Association of Medical Colleges: www.aamc.org

Medical Group Management Association: www.mgma.com

Healthcare Financial Management Association: www.hfma.org

American College of Healthcare Executives: www.ache.org

Written Assignments:

A. Faculty Time & Effort

You have recently been selected as a consultant by the Department of Medicine at Eastern Medical Center. The newly hired Chairman has yet to hire a new Administrator but needs help to determine how the faculty are spending their time which will prove critical in evaluating the faculty. Before you begin your project the Chairman has asked that you compile a 2-3 page summary of how you will approach this engagement, what you will evaluate, and how this information will prove useful to him as an assessment tool.

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B. Strategic Plan

You are the Vice President for Strategic Planning at Eastern Medical Center. The CEO, Dr. Landry just pulled you into his office and asked you to develop a comprehensive plan to assess the feasibility of creating a meaningful primary care network. Ultimately, he wants to see a robust plan that identifies the resources that would be required to implement such a plan, as well as the potential revenue opportunities that might derive from having such a network. Dr. Landry is looking for a summary (a minimum of 8-10 pages) that will provide this information.

Journals you may wish to review include the following:

Harvard Business Review
Journal of Healthcare Management
Medical Group Management Journal
The New England Journal of Medicine
Health Affairs
Health Care Management Review
Academic Medicine
Journal of General Internal Medicine

Possible Interview Candidates:

Michael Schaffer, Chief Operating Officer, Mount Sinai Medical Center, Faculty Practice Association, Phone: (212) 241-6228, E-mail: michael.schaffer@mountsinai.org

Tom Chacko, Chief Revenue Cycle Officer, Columbia Presbyterian Faculty Practice, Phone: (201) 346-7103, E-mail: tc2315@columbia.edu

Daniel Labow, MD, Vice Chairman, Department of Surgery, Mount Sinai Medical Center, Phone: (212) 241-2112, E-mail: daniel.labow@mountsinai.org

Stephen K. Sigworth, MD, Vice President and Chief Medical Officer of Baylor College of Medicine, Phone: (713) 798-2500, E-mail: ssigworth@bcm.edu

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Bob Browne, Director, UHC, Faculty Practice Solutions Center, Phone: (630) 954-3797, E-mail: browne@uhc.edu

David Hefner, Former CEO University of Chicago, and AAMC Senior Director, Phone: (941) 350-9115, E-mail: david.hefner@aamc.org

Doug Pederson, Managing Director, Huron Consulting Group, Phone: (801) 580-1606, E-mail: dpedersen@huronconsultinggroup.com

Class Participation:

Class participation is evaluated based on three criteria: attendance, appropriate amount of participation and quality of participation. The professor calls on students only if they raise their hands. Your grade can be adjusted up to two notches based on class participation. For example, you could go from a C to a B-, or from an A- to a B.

Assignments & Grading:

<u>Grading:</u>	<u>%</u>	<u>Due Date</u>
Attendance	15%	
Participation	15%	
Time & Effort Paper	30%	Week 3
<u>Strategic Plan Paper</u>	<u>40%</u>	Week 6
Total	100%	

Grading Criteria (Written Assignments):

Each paper will be graded on an A-F scale. These grades will be determined based on the following criteria:

Time & Effort Paper:

- Followed instructions 25%
- Demonstration of knowledge base 25%
- Logical composition 25%

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- Grammar & Appropriate References 25%

Strategic Plan Paper:

- Followed instructions 25%
- Provide proof of valid research and references 25%
- Ensure address all aspects adequately 25%
- Logical composition & Grammar 25%

Supplemental Readings for the Written Assignments:

Time & Effort:

Bachrach, David J., FACHE, *“Aligning Faculty for Improved Organizational Performance: Tools We Can Use to Effectively Herd Cats.”* **Academic Physician & Scientist**, November/December 2006, 4-6.

Garson, Arthur, Jr., MD, MPH, Strifert, Kim E, Beck, J. Robert, MD, Schulmeier, Gregory A., MPH, Patrick, James W., PhD, Buffone, Gregory J., PhD, Feigin, Ralph D., MD, *“The Metrics Process: Baylor’s Development of a “Report Card” for Faculty and Departments.”* **Academic Medicine**, Volume 74, Number 8. August, 1999, 861-870.

Howell, Lydia Pleotis, MD, Hogarth, Michael, MD, Anders, Thomas F, MD. *“Creating a Mission-based Reporting System at an Academic Health Center.”* **Academic Medicine**, Volume 77. February 2002, 130-138.

Strategic Planning:

Harrison, Jeffrey P., Essentials of Strategic Planning in Healthcare, Health Administration Press, 2010.

Halley, Marc D., The Primary Care-Market Share Connection: How Hospitals Achieve Competitive Advantage, Health Administration Press, 2007.

Luke, Roice D, PhD, Walston, Stephen L., PhD, FACHE, Plummer, Patrick Michael, Healthcare Strategy: In Pursuit of Competitive Advantage, Health Administration Press, 2003.