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.
Realities of Academic Medical Centers

NYU/ Wagner

Spring 2012

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Realities of Academic Medical Centers

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.
Realities of Academic Medical Centers

- 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

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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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

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

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
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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
  - Fox, P.D., Wasserman, J. “Academic Medical Centers and Managed Care: Uneasy Partners.” Health Affairs, 12, Number 1 (1993), 85-93.

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*
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.


**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:**


**Health Care Management Journals:**

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


*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](http://www.aamc.org)

Medical Group Management Association: [www.mgma.com](http://www.mgma.com)

Healthcare Financial Management Association: [www.hfma.org](http://www.hfma.org)

American College of Healthcare Executives: [www.ache.org](http://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.
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
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:

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<th>Grading:</th>
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<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
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<tr>
<td>Time &amp; Effort Paper</td>
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<td>Week 3</td>
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<td>Strategic Plan Paper</td>
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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:


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