Faculty: Prof. John Donnellan
john.donnellan@nyu.edu

Office hours by appointment; students are encouraged to e-mail faculty at any time.

Meeting Days/Times: Tuesdays, 6:45pm – 8:25pm
September 4 – October 23, 2012

Location: TBD

Credits: 2 points

Pre-requisites: CORE-GP 1020 Managing Public Service Organizations
HPAM-GP 1830 Introduction to Health Policy & Mgmt

Students who have not completed the prerequisites must have work experience in health care organizations and must obtain permission to enroll in the course.

COURSE DESCRIPTION

HPAM-GP 4833 Health Care Management I: Control and Organizational Design is Part 1 of a two-part, 14-week course on health care management. Part 1 can be taken separately or with Part 2 (HPAM-GP 4834 Health Care Management II: Adaption and the Professional Manager). All MPA students specializing in health care management are required to complete 4833 and 4834.

This course is intended for graduate students and is designed to build an understanding of managing health care services and health care delivery organizations.
KEY COMPETENCIES ADDRESSED IN THE COURSE

Core Focus:
- The ability to manage teams, projects and people; to work in change-oriented healthcare organizations; and mentor a diverse and changing work force.
- The ability to hold people accountable to standards of performance and assure organizational, professional and ethical compliance.
- The ability to draw implications and conclusions to develop an evolving vision that leads to organizational viability.
- The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision-making, and measuring change.
- The ability to Present convincingly to individuals and groups the evidence to support a point of view, position or recommendation.
- The ability to Engage in continuous learning; to reflect on and assess one’s strengths and developmental needs; to seek feedback from others; and establish and sustain a professional development network.

Related Content:
- The ability to Understand and apply legal and ethical principles to managerial and leadership decisions affecting healthcare organizations.
- The ability to align human resource capacity and practices and processes with strategic organizational goals.
- The ability to Measure, monitor and improve safety, quality, access and system care delivery processes in healthcare organizations.
- The ability to assess population and community health needs from a public service perspective.
- The ability to synthesize evidence, and apply statistical, financial, economic and cost effectiveness methods in organizational analysis.
- The ability to Communicate and interact productively in a diverse and changing industry, workforce and citizenry.

LEARNING OBJECTIVES

At the end of Part 1, students will have acquired the knowledge base and skills set to:
- Apply the principles of evidence-based management to decision-making in a healthcare organization.
- Evaluate the governance, organization and accountability structures of healthcare organizations.
- Critically evaluate clinical, financial and strategic performance in acute and chronic care delivery systems.
- Implement performance control and accountability systems.
LEARNING METHODS

Teaching methods include:

- Knowledge transfer through assigned readings, lectures and in-class discussion
- Work/career simulation exercises through case studies (reading, analysis, in-class discussion and faculty feedback) and student team assignments
- Skill development though reflective learning and completion of a paper

Classroom discussion and debate are essential to this course. Students are expected to attend all sessions and come prepared to participate in the discussion of topics outlined for each course session.

REQUIRED TEXTBOOKS AND JOURNAL ARTICLES

Students are expected to read the chapters and articles listed in the syllabus each week. The primary texts used in the course are:

Required Texts:


Additional Recommended Texts: (available on reserve at Bobst Library)


All assigned readings that are not included in the two required textbooks (Kovner; Griffith) will be posted on Blackboard.
CLASS TOPICS AND READINGS

Session 1 – September 4, 2012 - Course Expectations and Evidence-Based Management

- Course Expectations/Syllabus
- Organizational Control
- Evidence-Based management

Discussion Questions:
- What does it mean to manage and lead a health care organization?
- What factors influence managerial use of evidence-based management?

Required Case:
- Kovner A, Kaplan D. A New Faculty Practice Administrator for the Department of Surgery. *On Blackboard.*

Required Readings:
- Kovner AR, Rundall T. Evidence-Based Management Reconsidered. *(KMN9)*:7-33.
- Berwick DM (2010, May). *Yale Medical School Graduation Address.* Speech given to the graduating class at Yale Medical School, New Haven, CT. *On Blackboard.*

Session 2 – September 11, 2012 - Control: Governance, Information and Incentives

- Governance
- Using information to improve performance
- Using incentives to improve performance

Discussion question:
- How should a governing board measure organizational and CEO performance?

Required Case:

Required Readings:
- Spath P. Taming the measurement monster. In *KMN9*: 89-105.

**Session 3 – September 18, 2012 - Organizational Design: Managing Acute Care**

• Structuring organizations for effective delivery
• Managing Inpatient care
• Disruptive innovation in healthcare

Discussion question: What is the relationship between organizational design and performance in health care delivery settings?

**Required Cases:**
• Anonymous. Letter to the CEO. In *KMN9*: 380-373

**Readings:**

**Session 4 – September 25, 2012 - Performance Management: The Manager’s Role**

**Due this week – Assignment 1: Control Paper**

**Guest Speaker:**
TBD

• Patient Safety & Performance Management

Discussion question: What is the manager’s role in fostering safe care and exceptional organizational performance?

**Required Readings:**

Session 5 – October 2, 2012 - Organizational Design: Managing Primary and Chronic Care (Feb 22)

• Primary care delivery
• Chronic disease care
• Patient-Centered care and medical home

Discussion question: How does managing chronic disease care vary from managing acute care delivery?

Required Case:

Readings:

Session 6 – October 9, 2012 - Professional Integration: Managing with Clinicians

• Designing organizations for effective relationships between physicians and managers
• Supporting front-line workers

Discussion question: What are the productive and unproductive tensions in the relationships between managers and clinicians?
Required Case:

Readings:

October 16, 2012 – FALL BREAK – NO CLASS

Session 7 – October 23, 2012 - Models of Accountable Organizations

Due this week - Assignment 2: Organizational Design Paper
Note: For all students enrolled in Part 2, HPAM-GP 4334 (Part II) please form teams of 3 for Assignment 3 this week.

- Accountability on health care delivery
- Models of accountable health care programs

Discussion question: What can managers do to move their healthcare organizations toward best available results for quality, access and cost/value?

Required Case:

Readings:
COURSE REQUIREMENTS

Written Assignments

Assignment 1: Control Paper (Due Session 4 – September 25)

Please select a unit of a health care delivery organization. If you do not have experience in a health care delivery organization, select a department or defined area of an organization related to health care delivery that is familiar or interesting to you, or choose a health care organization featured in a case study in Kovner, McAlearney & Neuhauser’s Health Services Management. Please compose a memo to the attention of a key manager in this unit in which you assess the unit’s performance control system. In your memo, address the following:

- How well the unit is performing, and the rationale for your valuation.
- The mechanisms of accountability of the manager for achieving objectives. What is the information used to measure current performance? What incentives are used to impact the attainment of objectives?
- Evaluate the strengths and weaknesses of the control system
- Make feasible recommendation to improve the control system. Discuss the opportunities for and constraints to implementation.

3-5 double-spaced pages in 12-point font. Please cite references as appropriate. An appendix may be included but is not required.

Assignment 2 Organizational Design Paper (Due Session 7 – October 23)

Complete this assignment as a two-person team. You have been hired as consultants to a manager of a health care organization. This may be an organization familiar to you or an organizations featured in a case study in Health Services Management. Discuss the current organizational structures, work processes and cultural norms that shape the delivery of health care services and the experience of staff within the organization. To what extent is the organization designed effectively to achieve high performance on dimensions of clinical quality, value, patient experience and employee satisfaction? Please identify strengths and weaknesses and make recommendations to the manager to improve the organization on these dimensions. Include a discussion of constraints and opportunities for implementation.

6-8 double-spaced pages in 12-point font. Please cite references as appropriate. An appendix may be included but is not required.
GRADING

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<thead>
<tr>
<th>% Grade</th>
<th>Due Date</th>
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<tr>
<td>45% Assignment 1: Control Paper</td>
<td>September 25</td>
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<tr>
<td>45% Assignment 2: Organizational Design Paper</td>
<td>October 23</td>
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<td>10% Class Participation</td>
<td>Throughout</td>
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**Lateness Policy**

Please observe written assignment due dates. Assignments not received by class time on the due date may be penalized up to a full grade (e.g. A to B).

**Class Participation**

Class participation is an important part of the course. Students will be evaluated on attendance, engagement in the classroom, and on constructive contributions to class discussions. Students will receive a mid-year grade on class participation when they receive back their first assignment paper during week 4.
ACADEMIC INTEGRITY

Academic Integrity is vital to the mission of NYU/Wagner, to education at NYU Wagner and membership in the Wagner community.

It is a core value. It forms the foundation of trust among students, and between students and teachers. Cheating has no place in our community. Academic dishonesty or other offenses against the community are not individual acts affecting only the individuals involved. Cheating violates our communal trust in each other; it is an offense against our community of scholarship. If tolerated, it undermines all we stand for. Honesty matters at Wagner, just as it does in the broader world of public service.

It is a shared value. Administration, faculty and students each play a vital part in promoting, securing and nurturing it. I invite you to visit the NYU Wagner website and review our Academic Code and Academic Oath (www.wagner.nyu.edu/current/policies), as well as the Wagner Student Association’s Code of Professional Responsibility. If at any time you have a question about Academic Integrity or suspect a violation of our code, seek guidance from any member of the faculty or administration.

It is a promoted value. It is incumbent on all members of the community to promote it, through scholarship, responsible participation in School events, assistance to other community members who are struggling with it, and by upholding the codes of the school and the Wagner Student Association.

• Included below is a list of resources for understanding and avoiding plagiarism: "Plagiarism: What is It and How to Recognize and Avoid It," The Writing Center at Indiana University, www.indiana.edu/~wts/wts/plagiarism.html
• "Principles Regarding Academic Integrity," Northwestern University, www.northwestern.edu/uacc/plagiar.html

REFERENCE CITATION

• For research resources regarding appropriate citation of the many different sources you will use in your work, see Writing on the NYU/Wagner webpage, under "Current Students/Academic Services."
• For your information, a quick reference guide to the AMA Manual of Style is posted on Blackboard.

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