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

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

Meeting Days/Times: Tuesdays, 6:45pm – 8:25pm
September 5 – December 5, 2017

Location: Room 361
Global Center for Academic & Spiritual Life (GCASL)
238 Thompson Street

Credits: 3.0 points

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

This course is required during the first semester of enrollment in the EMPA for Nurse Leaders program. Pre-requisite requirements do not apply to students enrolled in that program.

Students who have not completed the prerequisites must have work experience in health care organizations and must obtain permission to enroll in the course. Students enrolled in the EMPA Program for Nurse Leaders will take this course during their first semester.

COURSE DESCRIPTION

All MPA students specializing in health care management are required to complete HPAM-GP 1833. This course aims to improve your ability to effectively manage and lead health service organizations. We examine a range of key challenges that managers must address to optimize organizational performance, including questions of mission, vision, and strategy ("What areas or activities should we be working in?") and questions of organizational design and operations ("How can we perform effectively in this area?").
To deal effectively with these challenges, you will develop knowledge and skills in: setting and aligning goals with the organization’s mission; handling complex trade-offs between demand for services and resource constraints; defining measures of success; improving work processes; motivating diverse stakeholders; dealing with ethical dilemmas; leading organizational change; and managing in environments in transition. In short, the course emphasizes the multiple, related requirements of the leader/manager’s job: analysis, problem-solving, and action.

KEY COMPETENCIES ADDRESSED IN THE COURSE

Assignments and participation in class and case study discussions in this course will be used to assess progress against the competencies listed below. No student will receive a B or higher without demonstrating satisfactory progress toward mastery of each competency. The level of competency expected to be achieved is denoted in brackets according to the following key:

[1] = Basic: Foundational understanding of knowledge/skill/competency
[2] = Intermediate: Student demonstrates greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem
[3] = Advanced: Student demonstrates expertise in this knowledge/skill/competency and can use this ability to evaluate, judge, and synthesize information

- The ability to manage teams, projects and people; to work in change-oriented healthcare organizations; and mentor a diverse and changing work force (TP/CSD) [2]
- The ability to hold people accountable to standards of performance and assure organizational, professional and ethical compliance (IP/CSD) [3]
- The ability to draw implications and conclusions to develop an evolving vision that leads to organizational viability (IP/TP/CSD/CP) [2]
- The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision-making, and measuring change (IP/TP/CSD) [2]
- The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation (IP/TP) [2]
- 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 (IP/TP) [3]
- The ability to understand and apply legal and ethical principles to managerial and leadership decisions affecting healthcare organizations (IP/TP/CSD) [2]
- The ability to align human resource capacity and practices and processes with strategic organizational goals (TP) [2]

1 TP – Team Paper; IP – Individual Paper; CSD – Case Study Discussion; CP – Class Participation
• The ability to Measure, monitor and improve safety, quality, access and system care delivery processes in healthcare organizations (IP) [2]
• The ability to assess population and community health needs from a public service perspective (IP/TP/CSD) [1]
• The ability to synthesize evidence, and apply statistical, financial, economic and cost effectiveness methods in organizational analysis (IP/TP) [2]
• The ability to Communicate and interact productively in a diverse and changing industry, workforce and citizenry (IP/TP/CSD) [3]

LEARNING OBJECTIVES

At the end of the course 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.
• Design strategic and marketing plans for health care organizations.
• Understand how health care organizations assess and adapt to change, and evaluate health care strategic and marketing plans.
• Apply ethical principle to clinical and administrative decision-making in health care organizations.
• Actively manage their careers in health management.
• Work productively with others on team projects by using critical thinking and written and oral communication skills.

LEARNING METHODS

Teaching methods include:
• Knowledge transfer though assigned readings, lectures and in-class discussion
• Work/career simulation exercises through case studies (reading, analysis, in-class discussion and faculty feedback) and individual and team assignments
• Skill development though reflective learning and completion of written assignments.

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 READINGS

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:
  - Note: An e-version of the Griffith/White textbook is available to students via Bobst ebrary – this text need not be purchased.

Additional texts that can serve as a resource (and are available to you on reserve at Bobst Library):

All assigned readings that are not included in the required textbooks (McAlearney/Kovner; Griffith/White) are posted on NYU Classes.
CLASS TOPICS AND READINGS

Session 1 – September 5, 2017 - 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:

Required Readings:
- Berwick DM (2010, May). Yale Medical School Graduation Address. Speech given to the graduating class at Yale Medical School, New Haven, CT. On NYU Classes.

Additional reading that you may find of value:
Session 2 – September 12, 2017 - 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:

Additional readings that you may find of value:
Session 3 – September 19, 2017 - 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:

Required Readings:

Session 4 – September 26, 2017 - Organizational Design: Managing Primary and Chronic Care

*Due this week – Assignment 1: Control Paper*

- 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:
- Muhlestein D, McAlearney AS. System redesign to implement an accountable care organization. In MK10: 227-229
Required Readings:

Additional readings that you may find of value:

Session 5 – October 3, 2017 - Professional Integration: Managing with Clinicians

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

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

Required Case:
- Kovner A. Where the rubber hits the road: physician-Phelps Hospital relationships. In *MK10*: 270-277.

Required Readings:


Additional readings that you may find of value:


**Session 6 – October 10, 2017 - Models of Accountable Organizations**

• Accountability in 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:

Required Readings:


Additional readings that you may find of value:
• Oliver A. The Veterans Health Administration: An American success story? The Milbank Quarterly; 2007, 85(1):5-35
• Sandman D. A new start for the VA. The Huffington Post; February 14, 2017. On NYU Classes.
• Wilensky GR. The VA continues to struggle – especially in terms of improved access. The Milbank Quarterly. 2016; 94(3): 452-455. On NYU Classes.

Session 7 - October 17, 2017 – Special Topic: Environmental Responsibility

Due this week - Assignment 2: Organizational Design Paper

Guest Speaker: Cassandra Thiel, PhD
NYU Wagner – Dept. of Population Health
NYU Poly – Tandon School of Engineering

Session 8 – October 24, 2017 - Strategy

• Strategic planning
• Meeting community health needs

Discussion question:
• What are the main obstacles in implementing strategic plans, and how may these be overcome?

Required Case:

Required Readings:


**Session 9 – October 31, 2017 - External Marketing**

- Marketing to the public

Discussion question:
- What kinds of marketing work best for increasing market share?

Required Cases:

Required Reading:

**Session 10 – November 7, 2017 - Internal Marketing**

- Marketing to front-line workers in the organization; facilitating organizational change from within

Discussion question:
- How does management get a diverse workforce to buy-in to new organizational goals such as “the patient comes first”?
Required Case:

Required Readings:

Additional readings that you may find of value:

**Session 11 – November 14, 2017 - Creating a High Performance Organization**

*Due this Week - Assignment 3 - Strategy Paper*

Discussion question:
- How were internal marketing principles successfully employed by North Shore-LIJ in its transformation to a high-performance learning organization?

Required Case:

Required Readings:
- Hamel G, Zanini M. *Build a change platform, not a change program*. McKinsey & Co.; October 2014. [ON NYU CLASSES]
Session 12 – November 21, 2017 - Organizational Ethics

- Ethical issues in healthcare organizations

Discussion question:
- How does institutional culture and ethics shape strategic planning and decision-making in healthcare organizations?

Required Case:

Required Readings:

Additional readings that you may find of value:

Session 13 – November 28, 2017 - Managerial Ethics

- Ethical dilemmas confronted by healthcare leaders

Discussion question:
- How does a healthcare manager manage ethically?

Required Cases:
- Song PH. CEO compensation: how much is too much? In MK10: 417-418
Required Readings:


Additional readings that you may find of value:


Session 14 – December 5, 2017 - Managing Your Career

- **Due this Week —Assignment 4: Career Objectives Paper**
- **Guest Speaker:**
  
  *Samuel Schaffzin, MPA*
  
  CDR, U.S. Public Health Service  
  Technical Director for Medicaid Health IT  
  Centers for Medicare & Medicaid Services  
  Consortium for Medicaid and Children’s Health Operations

Discussion question:

- Where is health care going; how will this affect your career?

Some Suggested Readings:

COURSE REQUIREMENTS

Written Assignments

Assignment 1: Control Paper (Due Session 4 – September 26)

Please select a unit of a health care delivery organization. You may select a department or defined area of a health care organization where you are currently (or have previously been) employed, or an organization with which you are otherwise familiar. You are also free to base your report on a case study featured in McAlearney & Kovner’s Health Services Management. Cases from that text that work well for this assignment include:

- Case D – Moving the Needle: Managing Safe Patient Flow at Yale-New Haven Hospital (p110)
- Case E – Reducing Healthcare-Associated Infections at Academic Medical Center: The Role of High-Performance Work Practices (p117)
- Case F – Controlling Performance Management (p117)
- Case H – The American Heart Institute (p203)

Based on the case or unit you choose, 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 evidence supporting for your valuation.
- The mechanisms of accountability of the manager for achieving objectives. What information is 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.

Your memo should be 3-5 double-spaced pages in length 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 17)

Complete this assignment as a two or three person team. You have been hired as consultants to a manager of a health care organization. As with Assignment 1, you may base this assignment on an organization where one or more of you work or which is familiar to you, or you may base it upon a case study in Health Services Management. Cases from that text that work well for this assignment include:

- Case G – Improving Organizational Development in Health Services (p195)
- Case H – The American Heart Institute (p203)
- Case I – Selling an Evidence-Based Design for Waterford Hospital (p218)
• Case L – It’s a Balancing Act: Improving Clinical Operations at Blackwell Medical Center (p287)

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.

Assignment 3: Strategy Paper (November 14)

6-8 pages for strategic plan 12 point font double-spaced.

Please complete this written assignment as a two or three-person team. Your task is to develop a strategic plan for a healthcare organization. As with Assignments 1 and 2, you may base this assignment on an organization where one or more of you work or which is familiar to you, or you may base it upon a case study in Health Services Management. Cases from that text that work well for this assignment include:

• Case K – Getting from Good to Great: Nursing and Patient Care (p227)
• Case M – Challenges for Mammoth Health System: Becoming the Best Around (p324)
• Case N – An Investment Decision at Central Med Health System (p333)
• Case O – Cultural Competency at Marion County Health Center (p340)

Develop a strategic plan for the unit/department/organization you choose. Please be sure to consider the alignment between department-level and organizational-level strategy in your analysis.

In your paper, examine the following issues:

• What is the organization’s mission? Who does it serve? What is its current performance? If you do not have complete information on the organization’s (or unit’s) performance, describe performance as thoroughly as possible based on your available knowledge from observations and other informal indicators. Be clear about assumptions you are making in these assessments. If you cannot comment on all relevant dimensions of performance, state clearly what important information is unavailable but will need to be ascertained for your strategic plan to be viable.
• Develop three measurable objectives for next year’s performance for the organization (unit) and a rationale for the strategy.
• Identify obstacles to implementing the strategies and recommendations to overcome these obstacles.


An excellent tutorial on conducting an effective and efficient literature search is:

This book chapter is available on our NYU Classes site.

**Assignment 4: Career Objectives Paper (December 5)**
3 double-spaced pages in 12 point font)

Please describe your career objectives for the next 3-5 years and how you plan to achieve them. The goal of this assignment is to create a personalized guide for your professional development. Please include your resume and feel welcome to consider personal factors such as work/family balance as they relate to your professional goals. In your paper, please discuss the following:

• Current managerial experience in terms of roles, skills and style, include an assessment of your strengths and weaknesses.
• A specific job desired within 3-5 years. If you do not have a target job in mind, please use this assignment as an opportunity to research different career paths and select a job that strongly interests you. What skills and experience are required to be hired for and excel in this desired job?
• A plan to achieve your 3-5 year career goals. Please include your strategy for expanding your skills, strengthening expertise and developing in areas of weakness.
**Class Participation**

This is an interactive course; attendance and participation are essential to learning. Class participation is an important part of the course. Students will be evaluated on engagement in the classroom and on constructive contributions to class discussions.

I do appreciate that there may be infrequent but very good reasons why a student may have to miss a class – work; religious observance; illness; personal emergency; or lateness through no fault of yours. If you will be absent for a session let me know; in lieu of attendance I’ll provide a brief assignment related to the session topic.

Please observe written assignment due dates. Assignments not received by the due date may be penalized up to a full grade (unless prior notification and approval is given).

**GRADING**

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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.