



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

HPAM-GP 2846

The Realities of Managing Complex Health Systems

Spring 2022

Instructor Information

- Mark A. Negrón, MPA
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- Office Hours by appointment.

Course Information

- Class Meeting Times: Tuesdays 6:45 PM to 8:25 PM
- Class Location: GCASL Room 261

Course Prerequisites

- None

Course Description

The Realities of Managing Complex Health Systems course is designed to provide students with an up-close perspective of how large health systems operate. Using real life case studies, expert insight, and relevant reading materials, the course will outline the problems, issues, and possible solutions for essential areas of management, operations, and finance.

Through interactive class discussion, evidence-based research, and access to industry leaders with content expertise, each student will develop an understanding of the realities of managing complex health systems. Given the continued consolidation and evolution of the national healthcare landscape, the need for such a course has never been greater. While these changes in the healthcare sector have grown, so to have the career opportunities, this critical course offering will provide the students at Wagner a competitive edge in the job market. In addition, this course will provide students tremendous networking opportunities by introducing them to various senior health system leaders from across the tri-state region.

Course and Learning Objectives

The Realities of Managing Complex Health Systems course is designed to provide students with an up close perspective of managing complex health systems. Using real life case studies,

expert insight, and relevant reading materials students will develop a detailed understanding of key areas that they will need to be successful in their healthcare careers.

At the end of this course, students will:

1. Identify the components of large complex health systems
2. Develop a strategic plan that includes an effective physician network
3. Appraise physician recruitment, compensation, and productivity to drive health system volume
4. Connect the strategies related to managed care and capturing market share
5. Design the aspects within a faculty practice organization such as governance structure, financial and revenue cycle operations
6. Recognize the critical elements related to Human Resources and dealing with Labor Relations
7. Outline the key aspects related to the academic medical center missions
8. Take apart the many layers that exist in relation to research in an academic medical center
9. Appreciate the importance of the patient experience within the health care industry

Program Competency	Corresponding Learning Objectives	Corresponding Assignment Title	Denote level of competency expected to Achieve (Basic = 1, Intermediate = 2, Advanced = 3)
3.The ability to align human resource capacity and human resource practices and processes with the strategic goals of an organization.	1, 6	Job Market Paper Faculty Time & Effort Paper	1
9. The ability to draw implications and conclusions to develop an evolving vision that results in organizational viability	2 ,3, 4, 5, 7,9	Strategic Plan Group Paper	3

12. An understanding of health care financing and the ability to use financial analysis as a tool for organizational control	3,4,9	Strategic Plan Group Paper	1
13. The ability to implement management practices that optimize workforce performance	5, 6	Faculty Time & Effort Paper	2
15. The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation	2	Strategic Plan Group Paper	3

Required Readings

Required

- Realities of Academic Medical Centers Course Reading Materials, posted on NYU Classes.

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.
- 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](#)
- [Medical Group Management Association](#)
- [Healthcare Financial Management Association](#)
- [American College of Healthcare Executives](#)

Assessment Assignments and Evaluation

Grading

- Attendance, 10%
- Participation, 10%
- Job Market Paper, 20% (Due Week 3)
- Will provide Paper Rubric for grading
- Time & Effort Paper, 20% (Due Week 10)
- Will provide Paper Rubric for grading
- Strategic Plan Group Paper (Due Week 14)
- Will provide Paper Rubric for grading

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.

Job Market Paper – Individual Assessment – due February 8, 2022

Research the job market of complex healthcare organizations. The paper should discuss the following:

1. What are the current challenges in healthcare job market today?
2. As a leader, how would you respond to those challenges?
3. In your opinion what areas should be the primary focus of an organization in today's complex health organization?

You are encouraged to identify alumni, hiring managers, and human resource managers to discuss these opportunities to more effectively answer these questions. Please provide a minimum of two professional references.

Faculty Time & Effort Paper – Individual Assignment – Due April 5, 2022

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.

FPO Operating Model – Group Assignment – Due May 3, 2022

You have just been hired as a consulting group by the Dean of the Hofstra School of Medicine to develop a strategic plan to create a new Faculty Practice Organization and Physician

Network. Specifically, the Dean has charged you to provide recommendations for how he can develop an effective operating model for his Faculty Practice Organization and this new Physician Network. To do this he wants you to research other models, and outline why these models or aspects of these other models would be effective. He wants you to develop a detailed proposal; this proposal should provide recommendations in each of the following areas:

- Governance
- Operating model/Department Structure
- Business Office structure
- Funds Flow
- Performance metrics
- Physician Network Model
- Other general recommendations

You should partner with no more than 4 of your classmates to complete this assignment. This paper must be 10-12 pages, single-spaced. Any diagrams or structures depicting aspects of this new structure should be provided as attachments and referred to as such. Each paper must contain a minimum of **two** professional references (one from the below list, and one of your choosing). Feel free to use any of the course materials provided, as well as any of the below journals, or online resources. All references must be documented accordingly within the paper.

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

Late Submission Policy for Assignments

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions without extensions will be penalized 20% per 24-hour period.

Overview of the Semester

- Week 1
 - Date: January 25
 - Topic: Introduction & Hospital Systems/Facility Practice Organizations
- Week 2
 - Date: February 1
 - Topic: Academic/Teaching In An Academic Medical Center
- Week 3

- Date: February 8
- Topic: Research In An Academic Medical Center
- Deliverable: Job Market Paper
- Week 4
 - Date: February 15
 - Topic: Clinical/Physician Productivity
- Week 5
 - Date: February 22
 - Topic: Building Physician/Administrator Relationships
- Week 6
 - Date: March 1
 - Topic: Physician Recruitment And Physician Compensation
- Week 7
 - Date: March 8
 - Topic: Health System Revenue Cycle
- Week 8
 - Date: March 22
 - Topic: Population Health Management And Managed Care
- Week 9
 - Date: March 29
 - Topic: Insurance In An Academic Medical Center/Faculty Practice
- Week 10
 - Date: April 5
 - Topic: Strategic Planning & Building An Ambulatory Network
 - Deliverable: Faculty Time and Effort Paper
- Week 11
 - Date: April 12
 - Topic: Human Resources And Labor Relations In A Faculty Practice Setting
- Week 12
 - Date: April 19
 - Topic: Health System Finance
- Week 13
 - Date: April 26
 - Topic: Supply Chain In Complex Health Systems
- Week 14
 - Date: May 3
 - Topic: Risk Management/Quality
 - Deliverable: Operating Model Group Paper

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points
A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points
C+	2.3 points
C	2.0 points
C-	1.7 points
F	0.0 points

Student grades will be assigned according to the following criteria:

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
- (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall

performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”

- (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

[If you choose to publish a numeric-to-grade scale in your syllabus, please follow and use the scale below.]

A	> 93.0	4.0
A-	> 90.0	3.7
B +	> 87.0	3.3
B	> 83.0	3.0
B-	> 80.0	2.7
C+	> 77.0	2.3
C	> 73.0	2.0
C-	> 70.0	1.7
F	< 70.0	0.0

Detailed Course Overview

[This section details week-by-week class topics, assigned readings, assignments, discussion questions, etc. Below is an example of one day:]

WEEK 1: INTRODUCTION & HOSPITAL SYSTEMS/FACILITY PRACTICE ORGANIZATIONS – 1/25/22

Topics:

- Course Expectations/Syllabus Review
- Define Complex Health System Structures & New Governance Models
- Define Faculty Practice in context of a large Health System
- Definition of a Faculty Practice
- Faculty Practice Models

Readings:

1. Sultz, H. A., & Young, K. M. (2014). Health care USA understanding its organization and delivery, Ch. 3: Hospitals: Origin, Organization, and Performance. Burlington: Jones & Bartlett Learning. Pgs. 69-89 and 95-105.
2. Goldsmith, S. B. (2014). Understanding health care management: a case study approach. Ch. 2: Understanding Healthcare Management. Burlington, MA: Jones & Bartlett Learning.
3. Chari, O'Hanlon, Chen, Leuschner & Nelson (2017). Governing Academic Medical Center Systems: Evaluating and Choosing Among Alternative Governance Approaches. **Academic Medicine**, (published ahead of printing)
4. Guzick, D.S., Wilson, D.E. (2017). Governance of Academic Medical Centers is Indeed a Complex and Unique Operation. **Academic Medicine**, (published ahead of printing)
5. Longnecker, David E., Henson, Douglas E., Wilczek, Kenneth, Wray, Janet L., Miller, Edward D. "Future Directions for Academic Practice Plans: Thoughts on Organization and Management from Johns Hopkins University and the University of Pennsylvania." **Academic Medicine**, Volume 78, Number 11 (2003): 1130-1143.

Discussion Questions

- What is the relationship between a large complex health system and a Faculty Practice Organization?
- Are there advantages/disadvantages to different Health System or Faculty Practice Organization models?

WEEK 2: ACADEMIC/TEACHING IN AN ACADEMIC MEDICAL CENTER – 2/1/22

Topics:

- 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

Readings:

1. Bachrach, David J. and Nicholas, William R. One Revolution: Managing the Academic Medical Practice in an Era of Rapid Change. Englewood, CO: MGMA, 1997. Pg. 39-53.
2. Richardson, J. David, M.D., "Training of General Surgical Residents: What Model is Appropriate?" **The American Journal of Surgery**, 191 (2006), 296-300.
3. 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.
4. Johnson, Tricia & Shah, Mitul & Rechner, John & King, Gerald. (2008). Evaluating the Effect of Resident Involvement on Physician Productivity in an Academic General Internal Medicine Practice. **Academic medicine: journal of the Association of American Medical Colleges**. 83. 670-4.

Discussion Questions

- 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 3: RESEARCH IN AN ACADEMIC MEDICAL CENTER – 2/8/22

Topics

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

Readings

1. Lane, Julia. "Let's make science metrics more scientific." *Nature*. Volume 464, Number 25 (2010), 488 – 489.
2. Cole, Sharon Stewart, PhD. "Reframing Research Administration." *The Journal of Research Administration*. Volume XLI, Number 1, (2010), 11-21.
3. Betz, F. *Managing Science, Innovation, Technology, and Knowledge Management*. DOI 10. Springer Science+Business Media, LLC (2011), 43-63.
4. Brenner, D. A (2012) Next-generation Academic Medicine. *Journal of Clinical Investigation*; Nov 2012; 122, 11.
5. *Academic Medicine Investment in Medical Research (2015)* Association of American Medical Colleges (AAMC).

Discussion Questions

- 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 4: CLINICAL/PHYSICIAN PRODUCTIVITY – 2/15/22

Topics

- Define Clinical mission and 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

Readings:

1. Andreae, 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.
2. Bedix, J. (2014) RVUs: A Valuable Tool for Aiding Practice Management. Medical EconomicsHealth Law & PolicyCalculating Relative Value Units
3. Kairouz VF, Raad D, Fudyma J, Curtis AB, Schünemann HJ, Akl EA. (2014) Assessment of faculty productivity in academic departments of medicine in the United States: a national survey. BMC Med Educ. 2014;14:205.

Discussion Questions

- Describe the concept of physician productivity, and outline some of the key metrics that are used to effectively measure work output.
- Are there other measurements related to the clinical mission?

WEEK 5: Building Physician/Administrator Relationships – 2/22/22

Topics

- Faculty and their role in the FPO
- The Physician and Administrator relationship
- Strategies to build relationships within large complex health systems
- How hospital and practice consolidation impact relationships and culture

Readings

1. Schwartz, S.K. (2016) "Building Strong Physician-Manager Teams." Medical Economics. May 10, 2016.
2. Tuso, Philip J. "The Physician as a Leader." The Permanente Journal. Volume 7. Number 1. Winter 2003. 68-71.
3. Bohmer, Richard M.J., Huckman, Robert S., Weber, James, Bozic, Kevin J. "Managing Orthopedics at Rittenhouse Medical Center. Harvard Business Review. June 1, 2007. 119.
4. Interview: Knowledge @ Wharton. "Physician and Administrator: How Surgeon Larry Kaiser Navigates Two Different Worlds." March 13, 2008. The Wharton School of the University of Pennsylvania.
5. Machta, Rachel M., et al. "Health System Integration with Physician Specialties Varies across Markets and System Types." Health Services Research, vol. 55, Dec. 2020, pp.

1062–1072. EBSCOhost, doi:10.1111/1475-6773.13584.

6. Chesley CG. Merging Cultures: Organizational Culture and Leadership in a Health System Merger. *Journal of healthcare management / American College of Healthcare Executives*. 2020;65(2):135-150. doi:10.1097/JHM-D-18-00213

Discussion Questions

- Describe the faculty perspective related to a FPO?
- What are the key aspects that lead to a successful partnership between physicians and administrators?
- What is the impact of mergers and acquisitions of hospitals into larger health systems?

WEEK 6: PHYSICIAN RECRUITMENT AND PHYSICIAN COMPENSATION – 3/1/22

Topics

- 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

Readings

1. 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.
2. 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.
3. 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.
4. Vance, R.L, Tallner Jr., K.A. (2014) Developing Progressive Academic Physician Compensation Plans for an Emerging "Curve 2" Health Care Market. Teaching Hospitals and Academic Medical Centers Practice Group, American Health Lawyers Association. August 2014. Pgs. 1-24.
5. Chamblee, J. (2014) Building the Right Physician Compensation Model. **Healthcare Financial Management**; Jul 2014; 68, 7.

Discussion Questions

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

WEEK 7: HEALTH SYSTEM REVENUE CYCLE – 3/8/22

Topics

- Revenue Cycle, Definition/Key terms
- Provide detailed description of Revenue Cycle Operations
- Discuss Challenges, Issues, and Opportunities

Readings

1. Woodcock, Elizabeth W., Browne, Robert C., Jenkins, Jennifer L., “A Physician’s Due: Measuring Physician Billing Performance, Benchmarking Results.” **Healthcare Financial Management**. Vol. 62. Number 7. (July 2008). 94-99.
2. Stockamp, Dale. “Cultural Transformation for Revenue Cycle Improvement.” **Healthcare Financial Management**. Vol. 58. Number 9. (September 2004). 64-69.
3. Shutts, Joe. “Measuring collections effort improves cash performance.” **Healthcare Financial Management**. Vol. 63. Number 9. (September 2009). 100-106.
4. Forbes, Thomas L. “Revenue Cycle Management.” **Journal of Vascular Surgery**. Vol. 50. Number 5. (July 2009). 1232-1238.

Discussion Questions

- What are the key components of the FPO Revenue Cycle?
- Within each of these key components, are you able to describe the essential elements?

WEEK 8: POPULATION HEALTH MANAGEMENT AND MANAGED CARE – 3/22/22

Topics

- Define Value Based Care and Population Health
- Discuss current and prospective trends and their impact
- Outline mechanisms to best manage/cope with changing reimbursement landscape

Readings

1. James, Julia, “Pay for Performance” **Health Affairs**. October 2012. 1-6.
2. Nash, David, “Moving Towards Population Health” **HANYS**. January 2015.
3. McWilliams, M.D., Ph.D., J. Michael. “Cost Containment and the Tale of Care Coordination.” **NEJM**, Volume 375, Issue 23. (December 2016).
4. Emanuel, Ezekiel J. “The Perfect Storm of Overutilization.” **JAMA**. Volume 299. (June 2008). 2789-2791.

Discussion Questions

- What is Value based care and how does it relate to Population Health?
- How can health systems and community hospitals cope with this changing reimbursement landscape?
- What are the most effective strategies for working with these new paradigms?

WEEK 9: INSURANCE IN AN ACADEMIC MEDICAL CENTER/FACULTY PRACTICE – 3/29/22

Topics

- 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

Readings

1. 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.
2. Edlin, Mari. "New payment models keep doctors focused on providing best care." **Managed Healthcare Executive**. June 1, 2010.
3. Nugent, M.E. "Managed care contracting and payment reform avoiding a showdown." **Healthcare Financial Management**; Jul 2010; 64, 7.
4. Kaufman, N. "Linking Operating Margin to Payer Contracting." **Trustee**; Jul/Aug 2005; 58, 7.

Discussion Questions

- 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?

WEEK 10: STRATEGIC PLANNING & BUILDING AN AMBULATORY NETWORK – 4/5/22

Topics

- 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 an Ambulatory Network

Assignments Due

1. Faculty Time & Effort Paper

Readings

1. Harris, Michael T., MD. Excellence with an Edge. Gulf Breeze, FL; Firestarter Publishing, 2010. 81-83; 101-130.
2. McKay, Emily Gantz. "Strategic Planning: A Ten Step Guide." **MOSAICA**. July 2001, 114.
3. 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.

4. Kristina L. Guo, (2003) "Market-focused management: a model for US academic health centers", **Journal of Health Organization and Management**, Vol. 17 Issue: 2, pp.88101.

Discussion Questions

- 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 11: HUMAN RESOURCES AND LABOR RELATIONS IN A FACULTY PRACTICE SETTING – 4/12/22

Topics

- 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.

Readings

1. 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.
2. ASHHRA. "Summary of Findings: The Role of Health Care Human Resources in Quality and Patient Safety." White Paper. July 24, 2008.
3. Haeberle, Kevin, "Elevating the Role of the Health Care Human Resource Leader." [ASHHRA website](#), 2010.

Discussion Questions

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

WEEK 12: HEALTH SYSTEM FINANCE – 4/19/22

Topics

- Outline Health System Finance Structures
- Describe Funds Flow in a complex Health System Structure
- Faculty Practice/Academic Department Finance
- Shared vs. Owned, Centralized vs. De-centralized Services
- FPO Financial Accounting

Readings

1. Cohen, Jon R., Fox, Susan. "Developing a New Faculty Practice Plan with a Model for Funds Flow between the Hospital and the Plan." *Academic Medicine*. Volume 78, Number 2 (February 2003). 119-124.
2. Kennedy, David W., Johnson, Elizabeth, Arnold, Ethan. "Aligning Academic and Clinical Missions Through an Integrated Funds Flow Allocation Process." *Academic Medicine*. Volume 82, Number 12. (December 2007). 1172-1177.
3. Spahlinger, David A., Pai, Chih-Wen, Waldinger, Marcy B., Billi, John E., Wicha, Max. "New Organizational and Funds Flow Models for an Academic Cancer Center." *Academic Medicine*. Volume 79, Number 7. (July 2004). 623-627.
4. Ridley, Gordon T., Skochelak, Susan E., Farrell, Philip M. "Mission Aligned Management and Allocation: A Successfully Implemented Model of Mission-based Budgeting." *Academic Medicine*. Volume 77, Number 2. (February 2002). 124-129.

Discussion Questions

- ☐ Are you able to describe the traditional business office model for an FPO?
- ☐ What is the difference between centralized and de-centralized services?

WEEK 13: Supply Chain in Complex Health Systems – 4/26/22

Topic

- Outline Supply Chain structure
- Describe aspects of the supply chain cycle
- Outline strategies for successful cost management
- Discuss methods to analyze and effect/apply changes in supply chain

Assignments Due

1. Strategic Plan Group Paper

Readings

1. Kwon, Ik-Whan, Kim, Sung-Ho, Martin, David. "*Healthcare supply chain management; strategic areas for quality and financial improvement.*" **Technological Forecasting & Social Change**. (August 2016). 422-428.
2. Chen, Daniel, Preston, David, Xia, Weidong. "*Enhancing hospital supply chain performance: A relational view and empirical test.*" **Journal of Operations Management**. (July 2013). 391-408.
3. LaPointe, Jacqueline. "[Exploring the Role of Supply Chain Management in Healthcare.](#)" (August 2016).
4. "[Why Healthcare Needs Value-Based Supply Chain Management.](#)" (February 2016).
5. Walker, Michael. "[Why The 'Patient-Centered Supply Chain' Is Critical to The Future of Healthcare](#)" (December 2018).
6. Garrity, Mackenzie. "[3 ways to understand healthcare supply chain in a changing market.](#)" (June 2018).

Discussion Questions

- What is the healthcare supply chain and why is it important to understand?
- What are effective strategies to managing the supply chain process?

WEEK 14: RISK MANAGEMENT/QUALITY – 5/3/22

Topics

- Risk Management/Quality, Definition
- Mechanisms to track and monitor
- Operational and Financial impact

Readings

1. Larkin, H. "From the Storeroom to the Boardroom." **Hospitals & Health Networks**; Oct 2004; 78, 10.
2. Keroack, Mark A., Youngberg, Barbara, Cereese, Julie L., Krsek, Cathleen, Prellwitz, Leslie W., Trevelyan, Eoin. "Organizational Factors Associated with High Performance in Quality and Safety in Academic Medical Centers." **Academic Medicine**. Volume 82, Number 12. (December 2007). 1178-1186.
3. Nedza, Susan M. "A Call to Leadership: The Role of the Academic Medical Center in Driving Sustainable Health System Improvement Through Performance Measurement." **Academic Medicine**. Volume 84, Number 12. (December 2009). 1645-1647.
4. Brindis, Ralph G., Spertus, John. "The Role of Academic Medicine in Improving Health Care Quality." **Academic Medicine**. Volume 81, Number 9. (September 2006). 802-806.

Discussion Questions

- Provide the definition for Risk Management/Quality Management in an FPO/Academic Medical Center setting?
- What are several of the operational and financial impacts that occur in a well-managed environment? In a poor managed environment?

?

Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is

unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click the “Get Started” button. You can also call or email CSD (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

NYU’s Wellness Exchange

[NYU’s Wellness Exchange](#) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

Class Policies

[Feel free to make this section your own. Add any additional instructions or information that you believe students need to know. Some examples of categories for this section: attendance [for those of you teaching intensive courses, please be explicit since missing even one day or a portion of a day may be too much and students may need to choose a different course], reporting illnesses or emergencies, participation, re-grading, late submission policy, technology use in the classroom, your response time, [incomplete policy](#), [course withdrawal policy](#), etc.]