Department of Health Administration and Human Resources

University of Scranton

HAD 500 - HEALTH CARE ORGANIZATION AND ADMINISTRATION
3 credits

Spring 2020

Tuesday 4:30-7:10 pm

413 McGurrin Hall

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Office Hours: Monday 2:30-3:30 pm and Tuesday 2:30-4:30 pm
(You may contact me to schedule office visits at other days and times)

I. COURSE DESCRIPTION

This course uses a systematic approach to study organizations, with special interest in health care organizations. Topics include organizational strategy, goals, technology, size, design, adaptation, decision making, control, culture, processes, politics, conflict, learning, and inter-organizational relations. Conceptual foundations are drawn from organizational theory, management science, systems theory, sociology, and psychology. This course is required; it has no pre-requisites.

*"The challenges are organizational, not just clinical." (*Ranga Ramanujam and Denise Rousseau)

"It all depends." (Common expression)

II. COURSE OBJECTIVES

Course objectives are based on requirements and input from the MHA Program's stakeholders including faculty, students, employers, deans, fieldwork preceptors, alumni, and accreditors. By successfully completing this course and meeting all course expectations, you will:

1. identify factual knowledge about organization and management
2. apply fundamental principles, concepts, generalizations, theories, and tools of organization and management
3. explain how organization theory, principles, and concepts affect organizational performance
4. describe how organizations are affected by their external environment
5. use management and organization concepts for problem diagnosis, problem solving, and decision making
6. develop skills, competencies, values, and points of view needed by managers
7. synthesize course knowledge and concepts to create an integrated view of organization and management
8. formulate new ways of thinking about health care organizations and how to manage them

III. COURSE ACTIVITIES AND METHODS

We will use readings, group activities, student participation, videos, discussions, interactive lectures, written assignments, project-based learning, student presentations, faculty scholarship, and exams to enable you to achieve course objectives. Other learning methods and activities may also be used.

IV. STUDENT LEARNING OUTCOMES AND CAHME/ACHE COMPETENCIES

The MHA program utilizes the Healthcare Leadership Alliance (HLA) and the American College of Healthcare Executives (ACHE) competency model and domains. Shown below are the domains and specific competencies that are applicable to HAD500. Outcomes will be assessed with discussion (D), organization analysis (OA), written assignments (WA), midterm exam (ME), and final exam (FE). For each competency, the assessment methods are shown in parentheses.

At the successful completion of this course, students will be able to:

Business Skills and Knowledge

A. General Management
H500 1 Explain and apply how to organize and manage the human and physical resources of the organization (D, OA, ME, FE)
H500 2 Explain and apply management functions including planning, organizing, and controlling (D, WA, OA)

D. Organizational Dynamics and Governance
H500 1 Explain and apply organization system theories and structures (D, WA,OA, ME)
H500 1 Analyze and explain how an organization's culture impacts its effectiveness (D, WA,OA, FE)
H500 2 Analyze and explain organizational dynamics, political realities and culture (OA, WA, FE)

E. Strategic Planning and Marketing
H500 2 Analyze and explain organizational mission, vision, objectives and priorities (D, WA, OA, ME)

Leadership

A. Leadership Skills and Behavior
H500 2 Analyze and explain how to develop external relationships (D, OA, ME)

B. Organizational Climate and Culture
H500 2 Explain and apply how to create an organizational culture that values and supports diversity (D, FE)

C. Communicating Vision
H500 2 Explain and apply how to establish a compelling organizational vision and goals (D, WA, OA, ME)

D. Manage Change
H500 2 Analyze and explain how to manage organizational change (D, WA, FE)
H500 2 Explain and apply opportunities for growth and development of the organization on a continuous basis (D, FE)
H500 2 Analyze and explain strategies for overcoming obstacles (D, FE)

Communication and Relationship Management

A. Relationship Management
H500 1 Analyze and explain organizational structure and relationships (D, WA, OA, ME)
H500 2 Analyze and explain how to build collaborative relationships (OA, WA, ME)

Referring to Bloom's taxonomy of learning, exam multiple choice questions will assess knowledge and comprehension. Exam questions that require written answers will assess application, analysis, synthesis, and evaluation. The written assignments, class discussions, and organization analysis presentations will supplement exams in assessing how well students achieve outcomes and competencies.

V. REQUIRED READING

* Daft, R. L. (2016). <u>Organization theory and design</u> (12th ed.) Mason, OH: South-Western, Cengage. For this course, *please do not use an international edition or an earlier edition of this textbook.*
* Reserve readings, available through library electronic reserves at http://libres.scranton.edu/. Password is 'had500'. Sometimes the e-reserves system is down, so do not wait until Monday to get readings for Tuesday. If a reading is not available, please promptly inform me and I will follow up with the library.
* Additional readings, handouts, webpages, and materials distributed or assigned during the semester.

VI. RESPONSIBILITIES AND GRADING

I want you to do well in the course. To help you, this syllabus provides much information about what is expected and how to do well. During the semester, I will provide further information about course expectations, assignments, etc., so that you can learn and excel. Please contact me (by email, phone, after class, office visit, etc.) if you have questions or concerns about course material, class activities, assignments, grades, or any aspects of the course. I will provide feedback to you during the semester about your performance in the course; if you desire further feedback, please ask. I will be available for individual help. I welcome feedback during the semester about the course.

You are responsible for:
* reading and studying (not just skimming) all reading assignments prior to scheduled classes (except for the first class)
* attending (on time) and voluntarily participating in class
* getting all material presented and announcements made during every class (even if you are not present)
* completing and submitting all course assignments when due, or else contacting me in advance if this is not possible so reasonable adjustments can be mutually arranged
* taking responsibility for your learning by seeking help if you have questions about the course, assignments, etc.
* understanding and upholding university policies and the Academic Code of Honesty (available at http://matrix.scranton.edu/student_handbook); an assignment with plagiarism will be returned ungraded to be redone and it will then be graded with half of the possible points deducted for plagiarism

Class preparation, attendance, and participation will increase course learning, performance, and grades. Class attendance is expected but is not required if you have other professional or personal responsibilities. In class, you should voluntarily participate in Q&A, discussions, and activities. By doing this, you will learn more, help classmates learn more, prepare yourself for jobs/careers, and contribute your fair share of the work in each class.

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence (CTLE) and provide relevant and current documentation. Students should contact Mary Ellen Pichiarello (570-941-4039, LSC 580) or Dr. Andrée Catalfamo (570-941-4218, LSC 582E) for an appointment. For more information, please visit http://www.scranton.edu/disabilities.

The Writing Center in the CTLE focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged. To meet with a writing consultant, call 570-941-6147 to schedule an appointment. Or, send an email with your available meeting times, the course for which you need assistance, and your phone number to: writing-center@scranton.edu. Online appointments are also available by connecting virtually using Google Docs and Google Talk. The CTLE can also help students improve their reading to be more efficient, purposeful, active, and successful with college material.

You will earn your course grade based on the following components of your final grade:
10% = Class preparation and participation (e.g., class activities, discussions, Q&A, interactive lectures, etc.)
15% = HCO Workbooks for hands-on practical application of org theory tools, concepts, and methods during the semester
 5% = How Do You Fit The Design? weekly assessment and reflection
20% = Organization analysis presentation of a real health care organization using HAD500 (see details later in syllabus)
20% = Midterm exam (multiple choice and hands-on practical application of org theory tools, concepts, and methods
30% = Final exam (multiple choice and hands-on practical application of org theory tools, concepts, and methods

Letter grades will be earned based on these numerical grade ranges that have been set by the Department:
100-95 = A   94-92 = A-   91-89 = B+   88-86 = B   85-83 = B-   82-80 = C+   79-74 = C   below 74 = F

VII. COURSE SCHEDULE

The schedule has been planned to enable you to meet course objectives. It may change, based on factors that evolve during the semester. Changes will be discussed with the class as much in advance as possible. Please promptly inform me if you foresee any problems or concerns with the course schedule.

February 4 – Class #1

Class Purpose
State and describe the purpose, methods, resources, expectations, and grading for this course.
Introduce organization theory and show how managers use organization theory to manage HCOs.

Class Content
*   Syllabus and course orientation
*   What is an organization?
*   Levels of organizational analysis
*   Framework for the book

Reading
Syllabus
Designing healthcare organizations to reduce medical errors and enhance patient safety (Reserve reading)

February 11 – Class #2

Class Purpose
Conceptually explain, describe, and analyze organizations and their main dimensions
Examine evolution of organization theories

Class Content
*   What is an organization?
*   Structural dimensions of design
*   Contingency factors of design
*   Stakeholders and their stakes
*   Evolution of organization theory
*   Organizational configuration
*   Mechanistic versus organic design

Reading
Daft, ch. 1 and the Ch. 3 Workbook (bottom p. 129 - top p. 130)
Managing mechanistic and organic structure in health care organizations (Reserve reading)

February 18 – Class #3

Class Purpose
Conceptually explain how managers establish direction and strategy in their organizations.
Describe and interpret different approaches for assessing organizational effectiveness.

Class Content
*   African Health Systems (Guest Presentation)
*   The role of strategic direction in organization design
*   Organizational purpose, mission, goals
*   Porter's competitive strategies
*   Miles and Snow's strategy typology
*   Assessing organizational effectiveness

Reading
Daft, ch. 2

February 25 – Class #4

Class Purpose
Understand how to design an organizational structure based on specific design elements.
Analyze, compare, contrast, and evaluate alternative organizational design structures.

Class Content
* Organization structure
* Organizational design alternatives
* Functional structure
* Divisional and geographical structure
* Matrix structure
* Horizontal structure
* Virtual network structure
* Hybrid structure

Reading
Daft, ch. 3

March 3 – Class #5

Class Purpose
Conceptualize and analyze the external environment of organizations.
Explain how organizations respond and adapt to their external environments.

Class Content
* The external environment and sectors
* Changing environment and uncertainty
* Simple-complex environment
* Stable-unstable environment
* Adapting to environmental uncertainty and change
* Framework for responses to environmental change
* External resources

Reading
Daft, ch. 4

March 10 – Class #6

Class Purpose
Explain and critique the purposes and types of relationships among organizations.
Describe the work of managers in interorganizational relationships.

Class Content
* Organizational ecosystems
* Interorganizational framework
* Resource dependence and supply chain
* Collaborative networks
* Population ecology
* Institutionalism

Reading
Daft, ch. 5

March 17 – Spring Break – No Class

March 24 – Class #7

Class Purpose
Conceptualize production technology and explain its relationship to organizational structure.
Examine how to design organizations that provide services

Class Content
* <u>Midterm exam</u> on material from classes 1-6
* Core organization for both manufacturing and service technologies
* Designing the service organization
* Non-core department design based on analyzability and variety of work
* Workflow interdependence among departments
* Impact of technology on job design
* Socio-technical systems

Reading
Daft, ch. 7

March 31 – Class #8

Class Purpose
Analyze the importance of information, information technology systems, control, big data, and design.

Class Content
* Return midterm exams
* Finish chapter 7 if necessary
* Information technology evolution
* Information for decision making and control
* Control systems
* Adding strategic value
* Big data
* IT and organization design

Reading
Daft, ch. 8

April 7 – Class #9

Class Purpose
Analyze organizational size and life cycle and explain how they affect organizational structure.
Conceptualize organizational control and describe models of organizational control.

Class Content
* Organization size, and small versus large size
* Organizational life cycle
* Organizational bureaucracy
* Organizational control strategies – bureaucratic, market, clan
* Organizational decline and downsizing

Reading
Daft, ch. 9

April 14 - Class #10

Class Purpose
Conceptualize organizational culture and ethical values.
Explain how managers shape culture and ethics to fit strategy and desired performance.

Class Content
* Organizational culture
* Interpreting organizational culture
* Organizational design and culture
* Culture, learning, and performance
* Ethical values and social responsibility
* How managers shape culture and ethics
* Structure and systems for culture

Reading
Daft, ch. 10
ACHE code of ethics, policy statements, self-assessment, and ethics toolkit - all online at ache.org

April 21 - Class #11

Class Purpose
Explain how organizations innovate and change
Interpret the role of managers in directing change in organizations

Class Content
* Types of change
* Elements for successful change
* Technology change
* Product and service change
* Strategy and structure change
* Culture change
* Strategies for implementing change

Reading
Daft, ch. 11
Why hospital improvement efforts fail: A view from the front line (Reserved reading)

April 28 - Class #12

Class Purpose
Analyze organizational processes for making organizational decisions.
Compare, contrast, evaluate, and integrate multiple models of organizational decision making.

Class Content
* Programmed and non-programmed decisions
* Individual decision making
* Rational approach and bounded rationality
* Intuition for decision making
* Organizational decision making models
* Contingency decision making framework
* Special considerations in decision making

Reading
Daft, ch. 12

May 5 – Class #13

Class Purpose
Study and analyze the nature of conflict in organizations.
Conceptualize power and politics, and explain their use in organizations by managers.

Class Content
* Interdepartmental conflict in organizations
* Sources of conflict
* Rational versus political model
* Power and organizations
* Individual versus organizational power
* Political processes in organizations
* Using power and politics

Reading
Daft, ch. 13

May 12 – Class #14

Class Purpose
Present Team Organization Analysis
Combine knowledge and concepts to create an integrated view of organizations and their management
Reflect on HAD500 and its use for health administration careers

Class Content
* Class Presentations
* Make up any material missed during the semester
* Exhibit 2.1 applied to HCOs
* How Do You Fit The Design?
* Students' requests
* Course wrap-up, integration, and reflection

May 19 – Tentative date for HAD500 final exam (the official final exam schedule will be announced during the semester)

VIII. SUPPLEMENTARY (OPTIONAL) READINGS

Bisognano, M. (2017). New ways to lead the workforce of the future. In *Futurescan 2017: Healthcare Trends and Implications 2017–2022*, edited by Morrison, I. Chicago: Society for Healthcare Strategy & Market Development and Health Administration Press. 27-31.

Buell, J. M. (2018). The health continuum: Leveraging IT to optimize care. *Healthcare Executive* 33(1), 10-18.

Buell, J. M. (2017). The dyad leadership model: Four case studies. *Healthcare Executive*, 32(5), 32-40.

Gulati, R., Mikhail, O., Morgan, R. O., and Sittig, D. F. (2016). Vision statement quality and organizational performance in U. S. hospitals. *Journal of Healthcare Management*, 61(5), 335-50.

Hegwer, L. R. (2016). Building high-performing, highly diverse teams and organizations. *Healthcare Executive* 31(6), 10-19.

Hegwer, L. R. (2015). Leading change from the C-suite. *Healthcare Executive* 30(6), 10-18.

Kaufman, K. (2017). The new role of healthcare integration. In *Futurescan 2017: Healthcare Trends and Implications 2017–2022*, edited by Morrison, I. Chicago: Society for Healthcare Strategy & Market Development and Health Administration Press. 2-6.

Kessler, C., Tsipis, N. E., Seaberg, D., Walker, G. N., and Andolsek, K. (2016). Transitions of care in an era of healthcare transformation. *Journal of Healthcare Management*, 61(3), 230-41.

May, E. L. (2015). Achieving physician-led clinical integration. *Healthcare Executive* 30(1), 10-16.

Olden, P. C. (2016). Contingency management of health care organizations: It depends. *Health Care Manager* 35(1), 28-36.

Olden, P. C. and J. Haynos. (2013). How to create a health care organization that can succeed in an unpredictable future. *Health Care Manager* 32 (2): 193–200.

Radick, L. E. (2018). Integrating Care Across the Continuum for Four Major Conditions. *Healthcare Executive* 33(1), 20-30.

Radick, L. E. (2016). Improving the patient experience, *Healthcare Executive* 31(6), 32-8.

Ryan, C. (2017). Sustaining and growing a winning culture. *Journal of Healthcare Management*. 62(6), 361-5.

Swenson, S., Kabcenell, A., and Shanafelt, T. (2016). Physician-organization collaboration reduces physician burnout and promotes engagement: The Mayo Clinic experience. *Journal of Healthcare Management*, 61(2), 105-27.

Van Dyke, M. (2017). Strengthening post-acute care partnerships: 8 factors for success. *Healthcare Executive* 32(1), 18-26.

Van Dyke, M. (2016). Leading in an era of value 3 key strategies for success. *Healthcare   Executive 31(6), 20-28.*

Wagner, K. (2015). Putting patients at the center of care. *Healthcare Executive* 30(4), 11-19.

Organizational Analysis of a Health Care Organization - Oral Presentation

Working with one classmate, you must analyze, describe, and present a real health care organization (HCO) *using Key Concepts (KCs) from the HAD500 textbook.* Your presentation must explain an HCO by using org theory KCs we study in the textbook and course. KCs are identified in bold blue type and listed at the end of each chapter. Required KCs are assigned below. You may choose and use other KCs from any chapter including those not yet studied.

By the end of the third class, please sign up for a presentation date and specific HCO on the Oral Presentation Schedule. Be sure to pick an HCO that no one already has chosen - check the Presentation Schedule or ask the professor.

Your choice of an HCO could come from work experience, studying an HCO, an external mentor, or other sources. A specific HCO (e.g., Delta Medix or Regional Hospital) may be presented only once in each HAD500 section. Interviews, site visits, phone calls, Skype/Facetime sessions, etc. with your HCO's managers will be needed to get required information – websites will not be enough. Keep this in mind when choosing an HCO. Realize that managers at your HCO may need 2 weeks or more lead time for an appointment. Several meetings, interviews, etc. may be necessary.

Your presentation should demonstrate your ability to apply HAD500 textbook KCs to an actual HCO. The presentation must be suitable for graduate studies and must help your classmates learn organization and administration of HCOs. You may ask the professor for feedback on your work-in-progress prior to your presentation. Prepare ppt slides and give printed slides (6 b/w slides per page is ok) to the professor prior to your presentation. No written report is required.

For your presentation, please do the following in 20-30 minutes:
a) *Briefly introduce the HCO* to the audience – e.g., HCO name, type of HCO, location, very short history (only 1-2 ppts)
b) *Analyze and explain your HCO in depth and in detail* using KCs from the textbook. You can make inferences.
  You must use these KCs: structural dimensions (ch. 1); contingency factors (ch. 1); mission, official goals, operating goals (ch. 2); organization structure including an organization chart (ch. 3); and, task environment (ch. 4).
  In addition, please choose and use at least three other KCs to analyze and explain your HCO.
c) *Conclude with a few main lessons pertaining to HAD500 that you taught* in your presentation. Use course terms, concepts, principles, theories, etc.
d) *Ask for and answer questions* from the audience. Then *ask the audience a discussion question* (not a 'yes/no question) *pertaining to the HAD500 concepts and HCO* that you presented. Lead discussion.

Name(s):   Date:

Health Care Organization:

Grading Criteria   *Points*   *Comments / Suggestions*
a) introduction [5 points]
b) analysis [70 points]
c) concluding lessons [5 points]
d) questions, discussion [5 points]
e) visual materials [5 points]
f) delivery [10 points]
✓ connection with audience
✓ voice clear and loud enough
✓ pace, speed, timing
✓ energy, enthusiasm
✓ minimal reading
✓ neat appearance
_____
Total points [100 points]