

DEPARTMENT OF HEALTH ADMINISTRATION & HUMAN RESOURCES

UNIVERSITY OF SCRANTON

HAD 510 .HOSPITAL ADMINISTRATION

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Semester: Intersession 2012

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I. COURSE TITLE: HAD 510 - Hospital Administration

II. PREREQUISITES: This is an elective course in the MHA curriculum. Students taking this course normally will have taken HAD 500, HAD 501, and HAD 519 as part of the core curriculum courses.

III. COURSE DESCRIPTION:

A course designed to familiarize the student with administrative issues and problems in health and hospital systems with emphasis given to hospital organization and administration. Hospital structure and management processes are considered from the perspective of current trends and future challenges. Hospital and Health System Governance Structure is defined and discussed. New organizational structures are examined, integrated systems, and emerging changes. Case study analysis is designed to augment readings and lecture materials. Consideration is given to mergers, joint ventures, affiliations and managed care arrangements.

IV. REQUIRED TEXT:

Griffith, John R. & White, K.R. 2010. K. R. *The Well-Managed Healthcare Organization*. 7th ed. Chicago, IL: Health Administration Press

Instructor Handouts

V. COURSE OBJECTIVES:

At the successful completion of the course, the student shall be able to:

- A. Identify the major departments within a hospital and understand the functions.
- B. Understand the relationship of hospitals as major providers of health care to other health system components.
- C. Explain the basic operations of a modern hospital.
- D. Define the roles of middle management, governing board, medical staff, and administration and assess the interaction of these components. Hospital Governance and structure and explained and reviewed.
- E. Apply modern management techniques and theories to an acute care hospital setting.
- F. Discuss major health care issues confronting the health care hospital setting
- G. Discuss issues of hospital administration as this relates to the delivery of services to patients.

- H. Define consumer concerns and issues.
- I. Understand current issues and future directions of hospitals in today's market especially integrated systems.
- J. Discuss personal experiences and express their opinions openly regarding health care systems, services, and issues.
- K. Identify needs, problems, priorities, and issues in hospital administration and the health care delivery system.
- L. Understand the development of PHOs, IPAs, SDOs and MSOs in relation to hospitals.
- M. Identify and discuss the importance of risk contracting, capitation, and managed care.
- N. Understand and explain medical staff credentialing, UR & QA.
- O. Identify major ethical issues confronting hospitals.
- P. Understand changes to hospital funding and reimbursement issues.
- Q. Assess the importance of hospital/physician relationship

VI. MAJOR COURSE ACTIVITIES:

A. Class lecture	G. Case Report
B. Class discussion	H. Audio/visual aides
C. Class attendance	(where appropriate)
D. Reading assignments	I. Guest Speakers
E. Critical analysis reports	J. Examinations
F. Course handouts	K. Class debate

Class Attendance

Class attendance is extremely important because of the manner in which the course is designed. If participants cannot attend class because of circumstances beyond their control, this must be discussed with the professor. In addition to weekly lectures, case studies are used extensively in the class to develop content and discussions.

Reading Assignments

Participants are required to read the course texts and course handouts to be completed between class sessions.

Critical-Analysis Report

Each participant is required to complete two (2) critical analysis reports from professional articles written in health related journals. Refer to Appendix A for further instructions.

Guest Speakers

Professionals from the health care field may be invited to give special lectures on specific health care topics during the course. Participants are encouraged to ask questions and generate relevant discussions during the presentations.

Examination

Each participant will take a final examination to assess cognitive knowledge acquired via major course activities. The exam will be a comprehensive essay exam requiring integration of all readings, case studies, and lectures.

Class Activities

Participants are responsible for knowing the content of information presented in lectures, by guest speakers, case presentations, group discussions, and class debates.

Class Participation

This course is designed to maximize class interaction and utilize the resources and expertise of every participant. Participants are encouraged to ask questions, discuss case study questions, discuss critical analysis reports presented by fellow participants, express opinions on concepts and issues presented in class, and actively participate during class debates. (See Appendix C)

Present critical analysis reports (2 x 35 pts.)	= 70 points
Class debate	= 34 points
Weekly class discussions 7x 6points	= <u>42 points</u>
	146 total points

Case Studies

Each participant will be required to read assigned case studies prior to class and be prepared to discuss questions during class.

Case Report

Each participant is required to complete a case report which is a written account of an actual administrative problem. Refer to Appendix B for further instructions.

HLA Competency Model
Adopted MHA Program Course Specific Core Competencies

Domain #1: Communication and Relationship Management*Competency*

- A. Apply principles of communication and demonstrate specific applications
- B. Present results of data analysis to decision makers
- C. Use factual data to produce and deliver credible and understandable results
- D. Facilitate group dynamics, process, meetings, and discussion
- E. Utilize effective interpersonal skills

Domain #2: Leadership*Competency*

- A. Explain potential impacts and consequences of decision making in situations both internal and external
- B. Encourage a high level of commitment to the mission, and values of the organization
- C. Gain physician buy-in to accept risk and support new business ventures
- D. Accurately assess individual strengths and weaknesses

Domain # 3: Professionalism*Competency*

- B. Uphold and act upon ethical and professional standards
- C. Demonstrate professional norms and behaviors
- D. Engage in continued professional development including reflection and self-directed learning

Domain # 4: Knowledge of the Healthcare Environment*Competency*

- A. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community
- B. Prepare projects that are credible to governmental, regulatory, professional and accreditation agencies

Domain # 5: Business Skills and Knowledge*Competency*

- A. Integrate information from various sources to make decisions and recommendations
- B. Demonstrate critical thinking, analysis, and problem solving
- C. Apply basic financial management and analysis principles
- D. Apply reimbursement principles, ramifications and techniques including rate setting and contracts

Course Requirements/Assessment:

Symbol Designation
Domain = D1-5, Competency = A-Z, Week = W1-15,
Cognitive Domain Level = cd1-6, Affective Domain Level = ad1-6

Activity

Class Participation/Debate

Case Studies

Case Report

Critical Article Analysis

Final Examination

Domain/CompetencyD1A-E, D2CD, D3B-D, D4A,
D5A-BD1A-E, D2ACD, D3B-D, D4AB,
D5A-CD1A-E, D2AD, D3B-D, D4AB,
D5A-C

D1AD, D2A, D3CD, D4A, D5B

D1A, D2AD, D3B-D, D4A, D5BC

Course Objectives1. Identify the major departments within a hospital
and understand the functions.

2. Understand the relationship of hospitals as major

(D1Ccd1,2)(D2ADcd1,2)(D4Acd1,2)

providers of health care to other health system
components.

(D5AB,cd1-3)

3. Explain the basic operations of a modern hospital.

3)(D2ADcd1,2)(D3C,cd1,2)

(D1A-Ecd1-

4. Define the roles of middle management, governing
board, medical staff, and administration and assess
the interaction of these components. Hospital
Governance and structure explained and reviewed.

(D4ABcd2-4)(D5A-C,cd2-4)

(D1A-E,cd2-4,ad2)(D2A-Dcd2-3)

(D3B-Dcd2-4,ad3-4)(D4Acd2-4)

(D5ABcd2,3,ad1)

5. Apply modern management techniques and
Dcd2,3ad3-4)

(D1A-Dcd3,4)(D2A-Dcd4,5)(D3B-

theories to an acute care hospital setting.

(D4ABcd4,5ad2-3)(D5A-Ccd4,5ad3)

6. Discuss major health care issues confronting the
Dcd2,ad2)(D3BD,cd2,ad2)

(D1A-Ecd2,ad2)(D2A-

health care hospital setting

(D4A,cd2,ad2)(D5AB,cd2,ad2)

7. Discuss issues of hospital administration as this

(D1Acd2,ad2)(D2ABcd2,ad2)(D3CD,cd2,ad2)

relates to the delivery of services to patients.

(D4Acd2,ad2)(D5AB,cd2,ad2)

8. Define consumer concerns and issues.

(D1Acd2,ad2)(D2ABcd2,ad2)(D3CD,cd2,ad2)

(D4Acd2,ad2)(D5AB,cd2,ad2)

9. Analyze current issues and future directions of hospitals
in today's market especially integrated systems.

(D1A-Ecd2,3,ad2)(D2A-Dcd2,3,ad2)

(D3B-Dcd2,3,ad3)(D4ABcd3,4,ad3)

(D5A-Dcd3,4,ad2,3)

10. Discuss personal experiences and express their opinions(D1A-
Ecd3,ad3,4)(D2Acd3,ad4)(D3Dcd3,ad5)

openly regarding health care systems, services, and issues. (D4Acd3,ad3)(D5AB,cd3,ad2)

11. Identify needs, problems, priorities, and issues in hospital (D1A-
E,cd2,ad2)(D2ABD,cd2,3,ad2,3)

- administration and the health care delivery system. (D3B-D,cd2,3,ad2,3)(D4Acd4)(D5ABcd3)
12. Understand the development of PHOs, IPAs, SDOs and MSOs in relation to hospitals. (D1Ccd1,2)(D2ADcd1,2)(D4Acd1,2) (D5AB,cd1-3)
13. Identify and discuss the importance of risk contracting, capitation, and managed care. (D1A-Ecd3)(D2A-D,cd3)(D5A,cd2) (D5A-Dcd2,3)
14. Understand and explain medical staff credentialing, UR & QA. (D2AC,cd2,3)(D4Acd2,3)(D5Acd2)
15. Identify major ethical issues confronting hospitals. (D2AB,cd2,ad3,4)(D3B-Dcd2,ad5)(D4Acd2) (D5ABcd2,ad2,3)
16. Understand changes to hospital funding and reimbursement issues. (D1Ccd1,2)(D2Dcd1,2)(D4Acd1,2)(D5A-Dcd2)
17. Assess the importance of hospital/physician relationship(D1Ccd2)(D2A-Dcd2,3)(D4Acd2,3)(D5Bcd2)

VII. COURSE EVALUATION AND ASSIGNMENTS:

The main purpose of the course evaluation, activities and assignments will be to assess to what extent participants have achieved a better understanding and working knowledge of health services and hospital administration.

VIII. GRADING CRITERIA:

	<u>Total Points</u>	<u>Weight Assignments</u>
Class Participation/Debate	76	18%
Critical Analysis Report (2x 35 pts. each)	70	16%
Case Report	95	23%
Case Studies (4 x 20 pts. Each)	80	20%
Final Examination	<u>95</u>	<u>23%</u>
	416	100%

Students Are Responsible For:

- completing reading assignments prior to scheduled classes.
- attending (on time) and actively contributing to all classes.
- completing all course assignments and activities as scheduled.
- talking with the professor regarding questions or concerns about assignments, grades class activities or other aspects of the course.
- reading and following the university plagiarism policy.
- * adhering to the "Academic Code of Honesty" standards.
- * adhering to ACHE Code of Ethics.

VIII. DETERMINATION OF COURSE GRADE:

Each course assignment has been assigned a point value and has an identifiable level of measure. The participant will perform each requirement to the grade level he/she desires as follows:

<u>Grade</u>	<u>Points</u>	<u>Definition</u>	<u>% Cutoff</u>
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A	416-397	Superior	95%
A-	396-374	Excellent	92%
B+	373-360	Very Good	89%
B	359-346	Good	86%
B-	345-332	Fair	83%
C+	331-304	Passing Grade	80%
C	303-291	Minimal Passing Grade	74%
F	0 -290	Failure	<74%

Students who wish to explore other possible ways of achieving a desired grade in this course are invited to arrange for an appointment with the instructor to further discuss this possibility.

IX. INSTRUCTIONAL ASSISTANCE:

The professor will be available to answer questions and help participants before, during and after class. Individual appointments are available upon request. Participants are encouraged to talk with the professor if there are unique problems or questions requiring further discussion or clarification. The professor can be reached by telephone at work 941-5872 or home 969-6033.

Participants who wish to explore other possible ways of achieving a desired grade in this course are invited to arrange for an appointment with the professor to further discuss this possibility.

If a participant would like to adopt course assignments to their work setting, such arrangements require an appointment with the professor to finalize topics and modifications to the course requirements.

OFFICE HOURS:

Prior to Class, After Class or By Appointment

Appendix A

CRITICAL ANALYSIS REPORT

A. Introduction:

A critical analysis report is a thorough review of a written work and a personal reaction to this analysis. Experience in making critiques of written works is required for the following reasons:

1. Extensive critical reading helps the student achieve a more comprehensive understanding of the concepts included in the course.
2. Critical analysis of what is read aids one in becoming a more discerning consumer of the literature in the field.
3. Evaluations of what is read assist the student in the comprehension of the implications of the reading content of his particular course of interest and concerns.
4. The written critique helps the student develop the art of effective communication.
5. The analysis helps the student develop appropriate reference citations for professional opinions on health care issues.
6. Would it serve as a sound reference source for others in health services administration?

B. General Requirements:

Each student is required to review two (2) articles from professional health related journals. The article must focus on relevant aspects of Healthcare and Hospital Administration. Article must be published within last 2 years.

C. Guidelines for Review Format:

1. All papers are to be typed and double spaced. The paper is to be clear and concise; does not contain errors in spelling, punctuation, or syntax.
2. All papers are to be submitted on time to meet specific due dates.
3. At the top of the first page, and on a 3x5 inch index card, the following information must be provided using the listed headings in sequence:
 - a. Applicable General Topic:
 - b. Title of Article:
 - c. Authors Name:
 - d. Name of Journal:
 - e. Date of Journal:
 - f. Volume:
 - g. Number:
 - h. Pages (on which article appears):
 - i. Publisher of Journal

NOTE: A copy of the article must be submitted with the written report

4. Synopsis and Summary:

100-200 word description of the articles basic content.

5. General Theme:

A brief statement about what you felt was the author's general theme of the article.

6. Point of View:

A brief statement about what you felt concerning the author's point of view. Was the presentation objective and factual or was the presentation subjective and lacking of facts? Explain your opinion.

7. Issue Analysis:

Provide a list of the issues presented in the article.

8. Conclusions and Recommendations:

List of author's conclusions and/or recommendations.

9. Agreement or Disagreement:

Based on the author's conclusions and/or recommendations, do you agree or disagree; provide a brief justification regarding your opinion concerning your agreements and disagreements.

10. Professional Projections:

A 50-75 word statement on what you learned from the article and how you may apply this experience (negative or positive) in your professional future career.

D. Guide to Grading of the Critical Analysis Report:

The critique will be graded on a competency basis as follows:

- a. Appropriate article (2 points)
- b. Identifying information on first page and 3x5 index cards (3 pts.)
- c. Synopsis and Summary (10 points)
- d. General theme stated (1 point)
- e. Point of view stated (2 points)
- f. Issue analysis stated (2 points)
- g. Conclusions and recommendation stated (5 points)
- h. Agreement or disagreement stated (5 points)
- i. Professional projections stated (5 points)

NOTE: Submit copy of journal article with your report

E. Specific Requirements:

- The two (2) reviews are to be selected from two (2) separate healthcare and hospital administration topics. Articles selected must be from refereed journals.

F. Penalties:

Failure to submit reviews on specific due dates may result in the deduction of one full grade for each successive class period that the review is not submitted. Failure to submit one or more reviews may result in an 'incomplete' given at the time of final grade.

Appendix B

GUIDELINES FOR PREPARATION OF THE CASE REPORT

A. Definition

Each student is asked to develop a case report which is a written account of an actual administration problem encountered in an applied setting related to health services administrative experience, academic research, or community health and welfare affairs experience. The report identifies a real problem, incorporates the decisions made, and the results. The paper embraces these elements:

1. An analysis of the specific administrative problem.
 2. A review of the various approaches considered to solve it
 3. An analysis of the administrative decisions and actions actually taken.
 4. An explanation of the reasons for these decisions and actions.
 5. An analysis of the results of the administrative action taken.
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B. Purpose

The project will enable the student to:

1. Recognize an administrative problem,
 2. Develop a logical solution to the problem,
 3. Analyze the results of administrative decisions/actions,
 4. Organize a problem solving process and reduce this to writing,
 5. Reference the health care literature in solving an existing problem,
 6. Acquire general knowledge in health service administration.
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C. Approval Process

The subject of the case report must be approved by the Instructor before the student proceeds with the project. The topic must be submitted in writing and include the following information:

1. Precise title of the case report.
2. Descriptive statement of a few sentences explaining the area of inquiry,
3. Explanation of the administrative functions to be examined in the report.
4. Statement of reasons for selecting the topic.

D. Selection of Subject

The selection of the subject matter is the responsibility of the student. Present or prior working experience in the health services field provides the resources for the report. In considering an administrative problem, the student should keep the following factors in mind:

1. Is it an administrative problem of some significance?

2. Is it a problem frequently encountered in the field of health services administration?
3. Does the problem involve basic administrative functions, such as planning, organization, coordination, staffing, control or evaluation?
4. Does the problem offer relevant learning opportunities for other class members?
5. Does its resolution involve original or creative thinking?

The case report must deal with administrative concepts and is not a "How to do it" report. The report must relate to function (planning, organizations, coordination, staffing, control evaluation, etc.) rather than routine procedural operations. The subject can deal with medical staff, board, education, community, relations, materials management, marketing, purchasing, etc.

** The intention of this assignment is to report on a real life administrative situation that the student has participated in or has a great deal of "real situation" information. If the student does not have access to this information then a researched "administrative situation" will be utilized with permission from the instructor.

E. Case Report Format

The case report must clearly identify the following elements:

1. TITLE (5 points)

The title should be brief but specific enough to identify the problem it reports.

2. ORGANIZATION INFORMATION (10 points)

The case report should include the following:

- A. Size of organization.
- B. Type of organization.
- C. Type of ownership and control.
- D. Number of years in operation.
- E. Type and size of city and surrounding area served.
- F. Number, size and type of other health facilities, services, programs, or agencies in the same area.

3. GIST OF THE PROBLEM (10 points)

The case report should include a brief statement-one, two or three sentences will be satisfactory of the problem which confronted the student and which precipitated the administrative action to resolve it. Do not include details, decisions, or philosophical discussion in this summary statement.

4. DESCRIPTION: THE PROBLEM (20 points)

A statement of pertinent facts about the problem, including such information-where applicable as the following:

- A. Background
- B. Evolving complexity of the situation.
- C. Persons or groups involved and their roles.
- D. Local or historical factors contributing to the situation
- E. Other appropriate data inherent in the case problem

5. ADMINISTRATIVE DECISION (15 points)

A concise statement of the conclusions reached and the action taken to resolve the problem. Explain the selected course of action in full. Alternatives to the solution also should be examined, with reasons delineated for not following them. Report all special obstacles encountered in arriving at a solution.

6. THE RESULTS (10 points)

Document the results which followed the selected administrative action and decision. Indicate, where possible, the following:

- A. Length of time between attempted solution of a problem and an evaluation of its results.
- B. Length of time results of administrative decisions were observed.
- C. Comment where, in the opinion of the case reporter, the solution "withstood" the test of time."

7. SOURCE MATERIAL (5 points)

Indicate specifically all source materials (texts, magazine articles, recommendations of colleagues or consultants, etc.) used in resolving the problem. This information may be embodied in the case report or listed at the end of the manuscript.

Studies, reports, legal opinions, or legislation may be used to support the premise of decision making; but, if used, they should be quoted and identified. Consultants' reports should not be used as part of the main body of the manuscript, but may be used as an addendum.

8. REFERENCES (10 points)

Include a minimum of six (6) references from reputable journals or books.

F. Manuscript Format (5 points)

All case reports should be cleanly typed. The paper is to be clear and concise; does not contain errors in spelling, punctuation, or syntax. In typing, the following should be observed.

- 1. The original and one copy should be clearly legible.
- 2. Double space all copy.
- 3. Leave 1 ¼" to 1 ½" margins on both sides and on the top and bottom of each manuscript sheet.
- 4. Use standard - 8 ½"x11" - stationery for the manuscript. The original copy should be good quality photocopies.
- 5. Number all pages of the manuscript.
- 6. It should be edited carefully paying attention to punctuation, grammar, sentence structure and spelling.

G. Length of Report (5 points)

Well organized and thoroughly-developed case reports average 1,300-2,000 words.

APPENDIX C

GUIDELINES FOR CLASS DEBATE

A. Introduction

This exercise is designed to help students organize their thoughts and feelings on a specific health care administrative issue, and to express their educational opinion publically. Interaction with fellow classmates who have divergent viewpoints should enable the entire class to better understand and appreciate the complexity of current health care issues.

B. Guidelines

1. Students will be assigned to different discussion groups by the instructor.
2. Each group will select a current health care administrative issue which they wish to study and debate in class.
 - 2.1 Example: AIDS, euthanasia, indigent care, unionizing health care, DRG's, rationing use of technology, right to die, DNR, drug experimentation, tax exempt status, RBRVS, managed care, integrated health systems, community network models, PHO's, Medicare, Malpractice, Competition etc.etc.
3. The instructor must approve the topic to be discussed by the group.
4. Members of the group will research the topic and decide on the question to be debated. The group will divide evenly into 2 sub-groups; those that are pro or in agreement, those that are con or not in agreement.
 - 4.1 Each group will select someone to moderate the discussion.
 - 4.2 5 members to each team
 - 1- moderator/spokesperson for the group
 - 2- pro/agreement
 - 2- con/disagreement
5. Suggested length of debate = 30 minutes.

C. Grading

Points clearly identified on the issue/question	10 points
Reference material used	8 points
Professional opinion/conclusion well-articulated	8 points
Present and future implications Discussed	8 points
Total	34 points