

**Department Of Health Administration & Human Resources
University of Scranton**

HAD 521 Health Care Financial Management II
(3 credits)

Spring 2019
Thursdays: 4:30-7:10 McGurrin 402

Instructor: Dr. Hengameh Hosseini, PhD
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Office Hours: Monday /Thursday 2:30- 4:00 pm
(Email if you would like to schedule an appointment)

Prerequisites: Pre-requisites are: HAD 501

Course Description:

HAD 521: (Prerequisite: HAD 501). Exposure to complex problems and case studies with a focus on healthcare providers. This course develops skills in analysis, synthesis and evaluation of advanced financial management theories, principles, concepts and techniques. Topics include: quantitative analysis in financial management; premium rate setting; cost and utilization rates; advanced managerial accounting concepts; variance analysis; HMO rate setting; private and public healthcare reimbursement systems under managed care; financial aspects of integration; managing resources.

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Apply specific knowledge of economic and healthcare finance concepts, terminology, classifications, methods and trends;
2. Utilize financial information for decision-making and evaluate organizational performance;
3. Develop skills, competencies, values, and points of view needed for financial decision-making;
4. Discuss the concepts and analytical tools used for capital investment and financing decisions;
5. Demonstrate an understanding of payment methods used to reimburse health service providers and the role of health insurance in financing health services;
6. Relate financial decision-making to pressures from the external environment;
7. Develop and appreciate the role financial management and cost accounting have on organizational performance;
8. Demonstrate an understanding of the function of the financial team and chief financing officer of health organizations;
9. Use and improve spreadsheets, business calculators, and discussion skills;
10. Apply quantitative methods for decision-making;
11. Demonstrate the use of technology in financial and cost analysis

Required Text:

Required Texts

1. Gapenski, Louis C. 2015. *Healthcare Finance: An Introduction to Accounting and Financial Management 6th ed*). Chicago, IL: AUPHA.
ISBN 971-1-56793-741-1
2. Gapenski, Louis C. 2014. *Cases in Healthcare Finance. (6th ed)*. Chicago, IL. AUPHA
ISBN 978-1-56793-961-1

Suggested Readings: Texts will be at the library on Reserve

Steven Finkler, *Financial Management for Public Health and Non-Profit Organizations*,
2nd edition.

Ross, Thomas K. 2019. *A Comprehensive Guide to Budgeting for Healthcare Managers*,
ISBN – 9781284143546

John Zietlow, Jo Ann Hankin, Alan Seidner, *Financial Management for Nonprofit
Organizations*, ISBN-13: 978-0471741664

The Wall Street Journal daily, available online (accessible at <http://online.wsj.com>)

Additional materials, assignments and readings will be handed out in class and posted to
Blackboard

Khan Academy:

<https://www.youtube.com/playlist?list=PL9ECA8AEB409B3E4F>

<https://www.bing.com/videos/search?q=khan+academy+using+excel++finance+accounting&qpv=khan+academy+using+excel++finance+accounting&FORM=VDRE>

Excel Training(Excel 2016 Essential Training) Available: <https://www.lynda.com/Excel-tutorials/Welcome/61219/68189-4.html>

<http://freevideolectures.com/Course/2565/Finance>

FREE e-Materials from Principles of Accounting:
<http://www.principlesofaccounting.com>

<http://freevideolectures.com/Course/2565/Finance>

Additional Material: 1. Business Calculator/ Microsoft Excel
2. Access to the Microsoft Office Suite: MS Word, MS Excel, and
MS PowerPoint

3. Working e-mail address
4. Internet access
- 5- D2L
- 6- Memory Stick for class assignments

Recommended Publications:

Journal of Health Affairs
Journal of Healthcare Management
Journal of Healthcare Finance
Healthcare Executive
Journal of Health Economics
Modern Healthcare
New England Journal of Medicine
Applied Health Economics and Health Policy
Harvard Business Review

Recommended Websites:

American College of Health Care Executives – www.ache.org
Healthcare Financial Management www.hfma.org, www.hap.org
American Hospital Association – www.aha.org
American Public Health Association – www.apha.org
Centers for Disease and Control – www.cdc.gov
Institute for Health Improvement – www.ihl.org
Agency or Health Quality Research – www.arhq.gov
Medicare and Medicaid – www.cms.gov
Robert Wood Johnson Foundation – www.rwjf.org
Kaiser Family Foundation – www.kff.org
Wall Street Journal (available daily) – <http://online.wsj.com>

Power Point slides, supplemental readings, and additional course materials will be made available to students via Blackboard and/or the Course page.

Expected

1. Review on a weekly basis of current issues related to the US healthcare system, regulatory issues, finance and healthcare finance (the Wall Street Journal is helpful on this).
2. Healthcare finance websites see above (e.g. www.hfma.org, www.hap.org and others)
3. Review Chapters that will be covered before coming to class.

Teaching and Learning Methods

Within class, course objectives will be achieved through a combination of lecture, large and small group discussions, experiential exercises, and case studies. Individual student reflection, critical thinking, and learning will be demonstrated through a variety of written assignments, as well as the quality/quantity of class participation/presentations. An essay examination will also be used to assess comprehension of course lectures and reading assignments. This course uses readings, lecture, discussion, group activity, student participation, case study, practical exercises, guest speakers, handouts, student presentations, test, and faculty research and faculty service as methods to enable students to achieve course objectives. Other learning activities and methods may be used.

Class Lecture:

The main vehicle for meeting the course objectives is lecture (power points), interactive class discussion/exercises, required reading case analysis, written assignments, and student presentations. Students are expected to be active participants in their learning and conduct through independent research outside of class and investigate any other available resources to meet the class objectives. This class will require familiarity and competency with various software products, in particular MS Excel, MS Word, and MS Power Points. Power Point slides, supplemental readings, and miscellaneous course materials will be made available to students electronically via D2L or email.

The professor will provide additional information, research findings and opinions of other specialists via class lecture and discussion. This material will supplement text reading assignments. Effective note taking is essential and important because lecture material will be incorporated into class discussion, exercises, class projects, and case study analysis.

Course Requirements and Grading

ASSIGNMENTS	PERCENTAGE	GRADING SCALE
Pre- Post Assessment tests	Not Graded	
Group Case Study	25% (5@5)	
Homework Assignments and Exercises and Class Participation	5%	A 95-100 A- 92-94 B+ 89-91
Critical Analysis Report Grant Writing	10%(2) @ 5 20%	B 86-88 B- 83-85 C+ 80-82
Mid-Term Exam	20%	C 74-79 F <74

Group Feasibility Study/ Service Line Project	20%	
Total	100%	

General Grading Rubric for Papers

Qualities & Criteria	Top Performance	Middle Performance	Low Performance
Format/Layout <ul style="list-style-type: none"> • Presentation of text • Structuring of text • Follows requirements of length, font and style 	Closely follows all of the requirements related to the format and layout described in the assignment.	Follows for the most part all of the requirements related to the format and layout. Some requirements are not followed.	Poorly follows the requirements related to format and layout.
Content/Information <ul style="list-style-type: none"> • All elements of the topics are addressed • The information is sound • Information based on evidence • Coherence of information 	The paper is objective and addresses an in depth analysis of all issues referred in the proposed topic. The provided information is necessary and sufficient to discuss the topic.	The paper is objective and for the most part addresses an in depth analysis most of the issues referred in the proposed topic. The provided information is for the most part, necessary and sufficient to discuss the issue.	The paper is not objective and poorly addresses the issues referred in the proposed topic. The provided information is not necessary or not sufficient to discuss the issues.
Quality of Writing <ul style="list-style-type: none"> • Clarity of sentences and paragraphs • No errors and spelling, grammar and use of English • Organization and coherence of ideas 	The paper is well written from start to finish, without spelling, grammar or use of English errors. The paper is well organized, clear and presents ideas in a coherent way.	The paper is well written for the most part, without spelling, grammar or use of English errors. The paper is for the most part well organized, clear and presents ideas in a coherent way.	The paper is not well written, and contains many spelling errors, and/or grammar errors and /or use of English errors. The paper is badly organized, lacks clarity and/or does not present ideas in a coherent way.

<p>References and use of references</p> <ul style="list-style-type: none"> • Scholarly level of references • How effective the references are used in the paper • Soundness of references • APA style in reference list and for citations 	<p>All the references uses are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are used effectively in the paper. All of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>	<p>Most of the references uses are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are for the most part used effectively in the paper. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</p>	<p>Most of the references used are not important, and/or are not of good/scholarly quality. There is not a minimum of 4 scholarly resources, and/or they are not used effectively in the paper. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</p>
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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
- 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
- E. Analyze and apply funding and payment mechanisms of the healthcare system

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
- E. Apply principles of operating, project, and capital budgeting

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 Discussion and Participation

Domain/Competency

D1A-E, D2CD, D3B-D, D4AE,
D5A-D

Case Study	D1A-E, D2AD, D3B-D, D4A, D5A-C
Critical Article Analysis	D1AD, D2A, D3CD, D4A, D5B
Feasibility Study/Service Line Project/Grant	D1A-E, D2ACD, D3B-D, D4ABE, D5A-E
In-Class Problems	D1A-E, D2CD, D3B-D, D4A, D5A-D
Mid-Term Exam	D1A, D2AD, D3B-D, D4A, D5B-E
Traditional Project Analysis	D1A-E, D2ACD, D3B-D, D4ABE, D5A-E
Ethics in Finance Cases	D1A-CE, D2AC, D3B-D, D4AE, D5AB

Course Objectives

Domain/Competency/Level

1. Apply specific knowledge of economic and healthcare finance concepts, terminology, classifications, methods and trends;	(D1ABCDE,cd3,4)(D2A-D,cd3,4)(D3C,cd1,2)(D4,cd2), (D5A-E,cd1,2,3)
2. Utilize financial information for decision-making and evaluate organizational performance;	(D1ABCcd3-4)(D2AD,cd4) (D3CD,cd4)(D4A,cd3,4)(D5ABC,cd4,5,ad2)
3. Develop skills, competencies, values, and points of view needed for financial decision-making;	(D1A-E,cd4,ad4) (D2AD,cd3,ad3,4)(D3B-D,cd4,ad5)(D4AB,cd2-4)(D5A-E,cd4,5,ad2,3)
4. Discuss the concepts and analytical tools used for capital investment and financing decisions;	(D1ABC,cd2)(D2ACD,cd2) (D3BC,cd2,ad1,2) (D4A,cd2)(D5A-E,cd2)
5. Demonstrate an understanding of payment methods used to reimburse health service providers and the role of health insurance in financing health services;	(D1A-E,cd1,2)(D4ABE,cd1-2)(D5A-E,cd1-3)
6. Relate financial decision-making to pressures from the external environment;	(D1A,cd3)(D2AD,cd3)(D3B-D,ad3),(D4E,cd2) (D5AB,cd3)
7. Develop and appreciate the role financial management and cost accounting have on organizational performance;	(D1ABCDE,cd1-3)(D2A- D,cd1,2) (D3C,cd3-4)(D4AB,cd3), (D5A-E,cd2-4)
8. Demonstrate an understanding of the function of the financial team and chief financing officer of health organizations;	(D1ADE,cd4)(D2ACD,cd3,4) (D3C,cd4,ad4)
9. Use and improve spreadsheets, business calculators, and discussion skills;	(D1ABC,cd3,4)(D5ABDE,cd4)
10. Apply quantitative methods for decision-making;	(D1ABC,cd3,4)(D4A,cd4)(D5A-E,cd3-5)
11. Demonstrate the use of technology in financial and cost analysis	(D1ABC,cd3,4)(D5ABDE,cd4)
12. Reflect on services for underserved populations and costs	(D3B-D,cd3,ad5)(D4E,cd2)
13. Integrate ethical decision-making in financial decision-making	(D1AB,cd3)(D2A,cd3,ad3)(D3B-D,cd3,ad5)(D4A,cd3,ad3)

14. Demonstrate written and oral communication skills through preparation and presentation of case studies;

(D5AB,cd5,ad5)
(D1A-E,cd3,4)(D2AD,cd3,4)
(D3B-D,cd3, ad2)(D4A,cd4)
(D5A-E,cd1-5)

Class Attendance

HAD 521 meets one time a week. Students are expected to attend and participate in each class and should not be absent more than the allowable classes per University of Scranton policy. Excessive tardiness (late for class) may affect performance in the class. Each student is responsible (in attendance or absent) for everything covered in class, additional readings, and announcements about assignments, mid term evaluation, and the final evaluation that are made during class hours. More than the allowable absences for reasons other than illness (physician's note required) will result in a 5-point reduction from your grade for each class missed. Full attendance and participation is expected.

Students with Disabilities

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current medical documentation. Students should contact Mary Ellen Pichiarello (Extension 4039) or Jim Muniz (Extension 4218), 5th floor, St. Thomas Hall, for an appointment. For more information, see <http://www.scranton.edu/disabilities>.

Writing Center Services

The Writing Center 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, stop by during the Writing Center's [regular hours of operation](#), call (570) 941-6147 to schedule an appointment, or complete the [Writing Assistance Request Form](#) online. You can also schedule an online appointment using [Google Docs and Google Talk](#).

See the University of Scranton's [Academic Code of Honesty](#).

Grading Distribution:

A =	95 - 100%	C + =	80 - 82%
A - =	92 - 94%	C =	77 - 79%
B + =	89 - 91%	C - =	74 - 76%
B =	86 - 88%	D + =	71 - 73%
B - =	83 - 85%	F =	Below

Course Schedule

Course Content is Subject to Change at the Discretion of the Instructor

Jan, 31th – Class #1

Learning objectives:

Class Content

Pre-Assessment Test

- Meet classmates and review syllabus
- Confirm presentation dates

Reading:

Gapenski Ch.: 1-4, 14 review

Reserved #1 – How to inject consumerism into your existing health plans

Reserved #2 – A managed care cycle provides contract oversight
Reserved #3 – Safety-net institutions buffer the impact of Medicaid managed care
Reserved #4 – Managed Medicaid at a crossroads

Activities:

- In-class lectures and discussion
- Group interaction
- Group exercises
- **In-class Team problems and exercises**

February 7– Class #2

Learning objectives:

- Apply time value analysis techniques
- Explain grant writing and proposal

Class Content

Reading:

Gapenski, ch. 9
Reserved #1 – How to inject consumerism into your existing health plans
Reserved #2 – A managed care cycle provides contract oversight
Reserved #3 – Safety-net institutions buffer the impact of Medicaid managed care
Reserved #4 – Managed Medicaid at a crossroads

Activities:

- In-class lectures and discussion
- Global Health Management
- Group interaction
- Group exercises
- **In Class Team problems and exercises assigned**
- **Mini Case Study : Case #1 (Ethics Mini Cases) Pages 229-230 Trigon Blue Cross/ Blue Shield (presented by group #1)**

February 14 – Class #3

Learning objectives:

Financial Risk and Required Rate of Return

Video:

Money and Medicine

Reading:

Gapenski, ch. 10,
Reserved #1 – Fixing Finance

Activities:

- In-class lectures and discussion
- Group interaction
- **In Class Team problems and exercises assigned**
- **Group Case Study (Bayview surgery center (Pages 233-234) Group #2**

February 21 – Class #4

Learning objectives:

Reading:

Long- Term Debt Financing

Gapenski, ch. 11

Reserved #1 – Cost and quality under managed care: Irreconcilable differences?

Activities:

- In-class lectures and discussion
- Group interaction
- Group exercises
- Guest lecture
- **Mini Case Study Jefferson General Hospital(235-236) Group #3**

Feb, 28 – Class #5

Learning objectives:

Class Content

Equity Financing and Securities Markets

Reading:

Gapenski, ch. 12

Reserved #1 – Medical service risk and the evolution of provider compensation arrangements.

Activities:

- In-class lectures and discussion
- Group interaction
- Group exercises
- **In-class applied problems**
- **Critical Article Analysis Due**

March 7– Class #6

Learning objectives:

Class Content

Reading:

Capital Structure and Cost of Capital and Capital Budgeting

Gapenski, ch. 13, 14

Reserved#1- Cost and Quality under managed Care: Irreconcilable Differences
Guest Speaker: Robert Spinelli

Activities:

- Group exercises
- Guest Speaker
- **In-class Team problems and exercises**

March 14 – Class #7

SPRING BREAK – No Class

March 21 – Class # 8

Learning objectives:

Reading:

Gapenski, ch. 7

Reserved #1 – Medicare’s risk-adjusted capitation method
Reserved #2 – Medicare’s fee schedule for hospitals outpatient care
Reserved #3 – Who gains and loses with community rating for small businesses?
Reserved #4 – Claims denial management has become critical component of a hospital’s strategic effort to offset the adverse impact of Balanced Budget Act Payment Reductions
Reserved #5 – Hospitals raising rates for HMOs hikes cast doubt on cost control of managed care

Activities:

- In-class lectures and discussion
- Group interaction
- Group exercises
- **In-class Team problems and exercises**
- **Min Case Study: *Front Street Hospital Pages 237-238* (Presented by group #4)**
- **Critical Article Analysis Due**

March 28– Class #9

Learning objectives:

Organizational Costing and Profit Analysis

- Demonstrate comprehension of course material
- Demonstrate knowledge and competencies in third party payment systems and reimbursement, contracting, financial analysis in various health care settings, rate setting, and other topics applied in the first part of the semester

Class Content

- Mid-term Exam

Reading:

Gapenski, Ch. 5
Supplemental Readings

Activities:

- **Mid-term Exam**

April 4 – Class #10

MANDATORY ATTENDANCE ACHE SYMPOSIUM

April 11– Class # 11

Learning objectives: Project Risk Analysis, Lease Financing

Class Content

Reading: Gapenski, ch. 15, 18
Reserved #1 – Achieving balance between risk and return
Reserved #2 – The impact of activity based cost accounting on health care capital investment decisions
Reserved #3 – A shotgun wedding: Business decision support meets clinical decision support.

Activities:

- In-class lectures and discussion
- Group interaction
- Group exercises
- In-class lectures and discussion
- Group interaction
- Social justice, charity care, and the bottom line exercise
- **Mini Case Study : Westwood Imaging Centers page 239-240 (presented by group #5)**
- **Grant Proposal Due**

April, 18th –Class 12

Easter Break- No Class

April 25 - Class # 13

Learning objectives:

- Present case study
- Apply course material to real-life project
- Convince board (class) to fund team project
- Reflect on course experience
- Synthesize and describe course content and applications

Class Content

- Applied case study
- Team presentations
- Communication
- Board relationships
- Class reflection
- Class summary and discussion
- Communication

Activities:

- In-class lectures and discussion
- Group interaction
- **Group #1 Case Study Presentation**

- **Group #2 Case Study Presentation**
- **Group #3 Case Study Presentation**
- **Group #4 Case Study Presentation**

May 2 – Class #14

Learning objectives:

- Present feasibility/service line study

Activities:

- In-class lectures and discussion
- Group interaction
- **Group #1 Feasibility Study Presentation**
- **Group #2 Feasibility Study Presentation**
- **Group #3 Feasibility Study Presentation**
- **Group #4 Feasibility Study Presentation**
- **Group #5 Feasibility Study Presentation**

May 9 – Class # 15

Learning objectives:

- Analyze long term care financial issues

Class Content

- Medicare beds vs. Medicaid beds
 - Case mix index
 - Medical Data Set
 - Medicare reimbursement in long term care
 - Types of long term care settings
 - Admissions placement, financial survival, and ethics
- Can the Eden Alternative save your long term care facility money?

Reading:

Eden Alternative hand-out
MDS and Case Mix hand-out

Activities:

- In-class lectures and discussion
- Group interaction
- Group exercises
- Guest Speaker: Amy Szydlowski
- Case management

Reading:

Reserved # 1 - Cost analysis helps evaluate contract profitability.
Reserved # 2 - Measuring segment performance: New ventures of today's innovative hospital systems pose evaluation challenges.

Activities:

- In-class lectures and discussion
 - Group interaction
 - Group exercises
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May 15-20 – Class #16

FINAL EXAMS WEEK

Appendix A

Case Study Content Evaluation

During the class session #1, the instructor will break the class participants into teams of four. Each team will select a case provided by the instructor from cases in healthcare finance and be responsible for solving and presenting the solution in a written and oral format. The content of the paper and oral presentation should focus on:

Introduction – Stating the purpose and the importance of the case and provide an overview of the case

Organization – Describe the type of financial environment the organization in the case is operating in using the relevant course terms, concepts, principles, theories and knowledge

Techniques, methods, tools, etc. - Explain and analyze the case problem by applying the relevant course concepts, principles, theories and knowledge

Accurate use of case information/lessons - apply the relevant course terms, concepts, principles, theories and knowledge to make informed recommendations for a solution and develop a team solution. Useful lessons learned for health managers from the case need to be identified

Case Study/Oral Presentation Evaluation

Name(s):

Date:

Criteria	Points	Comments/Suggestions
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Content

Introduction
(0-1)

Organization
(0-2)

Techniques,
Methods, tools, etc.
(0-5)

Accurate use of
Case information/Lessons
(0-5)

Original thinking
(0-2)

Use of time
(0-1)

Executive Delivery
(0-1)

**Visual materials,
Handouts, etc.**
(0-1)

Questions to class
(0-2)

Total (0-20)

Appendix B

Grant Project

Instructions:

Select one of the topics below or something of interest to you. You will prepare a brief grant application to address the following items in the grading rubric. The topic should be focused on a community and target, for example "Addressing obesity in high school students in the Mid Valley school district". See detailed information below.

Topics:

Regional Breast Cancer Navigation Program

Addressing Community Perception on Quality of Care in a Region

Obesity Prevention and Awareness Campaign

Smoking Cessation for Teenagers

Influenza Vaccination Program

Grading Scale – 20 points

Grant purpose – 1 point (1-2 sentences providing the purpose of the grant)

Grant Background – 1 point (1-2 paragraphs providing context of the grant, community, etc.)

Needs Assessment – 2 points (Demonstrate the need to the grant using statistics, etc. You can tie local, state, and national)

Goals, Objectives, Actions, Timeline – 4 points (2-3 goals which are broad, 3-4 objectives per goal which are measurable, 3-4 actions per objective)

Evaluation – 2 points (Discuss how the objectives and goals will be measured)

Projected Impact – 2 point (Why this is important and what are the future implications)

Budget – 2 points (Basic revenue and expenses associated with the project goals, objectives, actions)

Budget Narrative – 1 point (Detail of how you ended up with the line items in the budget)

Appendix C

CRITICAL ANALYSIS REPORT

Guidelines for Critical Analysis Report

A. Introduction:

A critical analysis report is a comprehensive 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 written communication.
5. Critical analysis provides a factual basis to substantiate professional opinions.

B. General Requirements:

Each student is required to review two (2) articles from professional refereed journals. The articles must focus on relevant aspects of health care finance. Articles must be published within the last two 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. Failure to submit accurate and well written papers will result in a reduced grade.
2. All papers are to be submitted on time to meet specific due dates.
3. Synopsis and Summary:
100-200 word description of the articles basic content.
4. General Theme:
A brief statement about what you felt was the author's general theme of the article.
5. 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.

6. Issue Analysis:
Provide a list of the issues presented in the article.
7. Conclusions and Recommendations:
List of author's conclusions and/or recommendations, as well as your own conclusions and/or recommendations.
8. 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; use your professional experience(s) to develop this section, as well as class lecture and readings and other citations.
9. Professional Projections:
Several paragraphs on what you learned from the article and how you will apply this experience (negative or positive) in your professional career. What significance does this have in your studies or personal life? How will this information help you in the future? Improve work performance?

D. Guide to Grading of the Critical Analysis Report:

Critique will be graded on a competency basis as follows:

- a. Appropriate article (1 point)
- b. Synopsis and Summary (2 points)
- c. General theme stated (1 point)
- d. Point of view stated (1 point)
- e. Issue analysis stated (2 points)
- f. Conclusions and recommendations stated (2 points)
- g. Agreement or disagreement stated (3 points)
- h. Professional projections stated (3 points)

NOTE: Submit copy of journal article with your critical analysis report.

E. Specific Requirements:

The two (2) reviews are to be selected from two (2) health finance topics. Articles must be selected from reputable and refereed journals. Articles taken from trade magazines are not acceptable.

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 grades.

Special circumstances requiring an extension of the due dates will be handled on an individual basis with appropriate justification, explanation and/or request stating the particulars and forwarded to the professor for approval.

Appendix D
Service Line Analysis/Feasibility Study
Total Point Value: 25

*MHA Project Management Analysis Teams must identify a **service line** for a **specific (real life)** health care organization, in a **specific geographic area**. MHA students need to engage in this assignment as a “real life” analysis, documentation preparation, and presentation to the board of directors, executive committee of the board, or shareholders. The professor will assign points as identified in each of the three (3) sections below. Your peers in class (board members, executive committee members, shareholders) will anonymously vote on your decision per attached form.*

Team Name: _____

Market Analysis – 5 points

- Provide a complete description of proposed clinical service
- Describe how the service fits the needs of patients in your hospital
- Assess industry trends
- Evaluating defined market area and the demand for service
- Complete a competitive analysis of similar programs in the market place
- Review existing programs and services offered by the health care organization that could serve as complementary components of a new packaged service line, expansion, or deletion
- Identify key stakeholders
- Provide a vision definition to determine next steps relative to the development and implementation of the service line
- Develop a written report summarizing each of the items listed above and next steps for the service line development

Total Points Gained: _____

Comments:

Financial Analysis – 15 points

- Evaluate resources currently available or required for implementation and maintenance
- Obtaining capital and cost of capital (Debt/Equity Financing)
- Number of full time equivalents (FTEs) based on hours of operation (shifts? 24 hours?)
- Cost of staff, benefits
- Is training needed? Recruitment?
- Medical and other supplies
- Space and square footage (Construction if needed)
- Externalities to other service line (Impact)
- Overhead allocation
- Volume and Price
- Payer mix
- Phased growth and expenses
- Projected cash flow (time value analysis)
- Depreciation and life of asset
- Payback period
- Other related financial analysis

Total Points Gained: _____

Comments:

Appendix E

GROUP MINI ETHICS CASE ASSIGNMENTS

Submission Guidelines:

Length: 3 to 5 pages

Format: Double spaced with one inch margins, 12 point font

Citation Style: APA style if citing works other than the case.

Assignment: Answer the following questions for each case:

1. Does this case present an ethical issue?
 - a. If no, please explain the factors that you considered in coming to this conclusion.
2. If so, to which party or parties?
3. If you could act as the ultimate authority in this situation, what would you do?

Please list the top three factors you considered in coming to your decision

Dr. Hosseini's Selected Peer- Reviewed Publications

- Hosseini, H., Kim, K., & Choi, S. (2019). Causes of Mental Health Underutilization among Asian-Americans. *Mental Health & Prevention*. Forthcoming.
- Hosseini, H. (2018). Aging and Ethics in the Practice of Nursing. *Humanomics*. 33.4
- Hosseini, H. (2018). Managing Post-Surgical Outcomes in Frail Older Patients: Lessons for Hospital Leaders. *Postgraduate Medicine*. Revise and Resubmit.
- Hosseini, H. & Pai, D. (2019). Fall Injuries Among For- Profit versus Not-For Profit Nursing Homes in Pennsylvania. *Journal of Health Administration Education*. Revise and Resubmit.
- Hosseini, H. (2019). Mental Health Underutilization among Asian-Americans: Exploring Patient Diversity in the MHA Classroom. *Journal of Health Administration Education*. Forthcoming.
- Pai, D. & Hosseini & Brown, R. (2018). Does Efficiency and Quality of Care Affect Hospital Closures? *Health Systems*. 1-14
- Hosseini, H. (2017). Food Insecurity and the Use of Soup Kitchens among Suburban Elderly Women in Two Counties in Pennsylvania. *Humanomics*, 33(4), pp. 27
- Hosseini, H. (2016). Mississippi's Delta Region: Borrowing a Novel Rural Based Health Houses System, *Journal of Global Business and Technology*, 12(2), 1-9.
- Hosseini, H. (2015). Review of Adam D. Reich, Selling Our Souls: The Commodification of Hospital Care in the United States. In D. J. Caraley (Ed.), *Political Science Quarterly*, 2015:3, 574-576.
- Hosseini, H. (2015). Stroke and Cardiovascular Disease among Women. *Health*, 7(14), 1847-1854.
- Hosseini, H. (2015). Is the Quality of Education in Any Way Related to the Health of Children in the United States? *Journal of Higher Education Theory and Practice*, 15(6), 11-17.
- Hosseini, H. (2014). Fall Prevention Strategies in Two Nursing Homes: How Can they be Improved and Properly Managed? *International Journal of Teaching and Case Studies*, 5(3-4), 252-264.
- Hosseini, H. (2015). Aging and the Rising Costs of Healthcare in the United States: Can There be a Solution? *Ageing International*, 40(3), 229-247.
- Hosseini, H., & Hosseini, H. (2013). Ethical Principles that Make the World and its

Economy More Equal. *Forum for Social Economics*, 42 (2), 142-166.

Hosseini, H. (2013). The Role of New Technology in Global Health Education. *International Journal of Business Anthropology*, 4(1), 108-120.

Hosseini, H. (2012). Ethics, the Illegality of Physician Assisted Suicide in the United States, and the Role and Ordeal of Dr. Jack Kevorkian before his Death. *Review of European Studies* 4(5), 203-209.

Hosseini, H. (2012). The Recently-Passed Health Care Reform and its Impact on Health Care Disparities among Racial and Ethnic Minorities: Utilizing New Media Technologies to Teach It. *Journal of Management Policy and Practice*, 13(2), 26-33.

Hosseini, H. (2011). Do Health Care Professionals Find the Use of Age-Based Rationing to Reduce Health Care Costs Ethical? *Humanomics*, 27(4), 282-299.

Hosseini, H. (2010). Strategies to Contain the High and Rising Costs of Health: Will They Increase Existing Health Care Disparities, Are They Ethical? *Humanomics*, 26(2), 112-123.

Hosseini, H. (2009). Disparities in Healthcare and HIV/AIDS among Hispanics/Latinos in the United States. *Journal of International Diversity*. 2009(1), 1-9

Hosseini, H., & Hosseini, K. (2009). Infectious Agents and their Role in Coronary Artery Disease. *Insights to a Changing World*, 2009(1), 100-111.

Hosseini, H. & Hosseini, N. (2008). Epidemiology and Prevention of Fall Injuries among the Elderly. *Hospital Topics*, 86(3), 15-20.

Hosseini, H. (2008). A Societal Ethical Dilemma: Should We Consider Cost and Ration the Amount of Resources Allocated to the Health Care of the Very Old? *Ethics and Critical Thinking*, 2(2008), 46-64.

Hosseini, H. (2008). Resolving the Complex Health Care Quality Problem in the United States: Is the Business Model Appropriate? *Business & Law Journal*, 2008(3), 42-51.

Hosseini, H. (2008). International Diversity and Its Problems. *Culture and Religion Review*, 2008(2).

Book, Chapter in Scholarly Book-New Publications

Pai, D. & Hosseini, H. (2017). Analyzing Operational and Financial Performance of U.S. Hospitals Using Two-Stage Production Process. In Kenneth D. Lawrence and Ronald Klimberg (Eds.), *Contemporary Perspectives on Data Mining*, 3(49–65), 978-1-68123-087-0. Charlotte, NC: Information Age Publishing.

Invited Book Chapters

Hosseini, H. Cancellations Happen Every Day. In Adam Eltorai and Valentin Antoci (Eds.), *Your Healthcare*, (20 pp). New Brunswick, NJ: Rutgers University Press. Forthcoming.

Hosseini, H. (2019) Medicare and Medicaid Costs. In Adam Eltorai and Valentin Antoci (Eds.), *Your Healthcare*, (20 pp). New Brunswick, NJ: Rutgers University Press. Forthcoming.

Hosseini, H. (2019)The US Healthcare System. Obamacare, President Trump and Beyond. In Adam Eltorai and Valentin Antoci (Eds.), *Your Healthcare*, (20 pp). New Brunswick, NJ: Rutgers University Press. Forthcoming.

Hosseini, H. (2016). Region-Specific Factors Drive Falls among Elderly in all Settings. *Penn State Research Brief*.

Hosseini, H. (2016). Pennsylvania 2016 Pre-Election Poll on Policy and Governance. *Penn State Research Brief*.