

NEW YORK CITY COLLEGE OF TECHNOLOGY  
City University of New York

Health Services Administration Program

Health Services Management II

COURSE OUTLINE

**NEW YORK CITY COLLEGE OF TECHNOLOGY, CUNY  
HEALTH SERVICES ADMINISTRATION PROGRAM**

Instructor:	Prof. Katherine Gregory Email: kgregory@citytech.cuny.edu Phone: 718.260.5955 Office Hours: Thursdays from 3:45 PM – 5:45 PM Office location: A-811D
Course Title:	Health Services Management II
Course Code:	HSA 3602
Section:	WH 66
Class hours & Credits:	3 hours per week for 3 credits
Pre & Co-requisites:	HSA 3510
Course Days and Times:	Saturdays from 12:30 PM – 3:11 PM
Room:	NAMM – N605
Textbook:	Selected readings and handouts reflecting contemporary issues, and events will be used throughout.

**Catalogue description Goals & Objectives / Outcomes:**

This course builds upon knowledge gained from Health Services Management 1 (HSA 3510). The course provides to students an in-depth understanding of issues central to health care management. Through the use of lectures, in-class discussions and case studies, HSA 3602 will develop in students an appreciation of contemporary issues which impact health care management while building skill sets that will prepare students to actively engage in administrative decision making.

**Specifically, upon completion of the course, students will be able to:**

Course Objectives	Learning Outcomes
Students will be exposed to the principle features of U.S. health policy, laws and regulatory environment for delivery of health care.	Students will understand key concepts related to the structure, process and organization of health care delivery within the United States.
Students will obtain an appreciation of the principles associated with evidence based management within health care.	Students will understand key challenges concerning issues related to cost, access and quality of health care provision.
Students will develop a portfolio of analytic competencies for development of problem solving skills related to critical analysis and assessment of health related issues.	Students will demonstrate competencies in applying policy analysis, root cause analysis, SWOT and cost effectiveness analysis as assessment tools.

Students will recognize the complications related to administrative decision-making and effectively communicate findings via written and oral communications.

Students will obtain competencies in the application of health policy analysis. Students will author a case study as a basis for demonstrating effective communication skills and present its findings in a presentation to fellow students.

### General Education and Information Technology:

In order to expand the breadth and depth of their knowledge, throughout the term students are encouraged to further develop and apply the general education and learning skills acquired from their associate degree. Utilizing a hybrid teaching model that employs self-directed structured learning tasks, students will integrate learning by the application of multiple tools, gather and evaluate information from a variety of sources and communicate their findings

Additionally, students will further their informational technology competencies through the use of Blackboard and office productivity programs including word processing and presentation software.

### Teaching and Learning:

Didactic course components provide an opportunity for the student to gain specific information and knowledge associated with key concepts related to health administration. Selected case studies make available to the student specific examples that illustrate and demonstrate key content areas for the course. Through the use of hybrid learning sessions, students are given an opportunity to explore topics and relate them to their own interests, experience and/or study priorities. The application of a rigorous submission policy for the hybrid assignments will also develop key project management skills for students to apply in later workplace settings.

### Writing Intensive:

City Tech has designated this course as a "Writing Intensive" (WI) course.

### Sequence of topics:

*Please note that this time table is subject to changes and may be modified.*

	9/1/18	No Class – Labor Day Weekend
Session 1 In-class	9/8/18	Objectives and Review of Blackboard Lecture-Evidence Based Management <b>Case Based Learning:</b> Root Cause Analysis assignment introduced in class.
Session 2 Hybrid	9/15/18	<b>Root Cause Analysis:</b> Analytical tool in health service administration. Supplemental readings and self directed learning Use a Root Cause Analysis to understand why childbirth is so expensive in the United States. Due by <b>Saturday, 9/8/18 by 11:59pm</b>
Session 3 In-class	9/22/18	Lecture-Health Policy, principles, development and critical issues <b>Case Based Learning:</b> Policy Analysis Short Paper assignment introduced in class

		– Policy implications that failed to prevent the deaths of fourteen elderly patients in a nursing home affected by Hurricane Irma.
Session 4 Hybrid	9/29/18	<b>Policy Analysis:</b> Analytical tool in health service administration. Policy analysis PowerPoint Supplemental readings and self directed learning. <b>Policy Analysis</b> due at <b>Tuesday, 10/2 by 11:59pm</b>
Session 5 In-class	10/6/18	Lecture - Health Behavior <b>Health Behavior Group Project</b> introduced in class.
Session 6 Hybrid	10/13/18	Work in groups to complete Health Behavior Theory Project: Theoretical foundations of health behavior and health promotion
Session 7 In-class	10/20/18	Health Behavior Theory Group Presentations Lecture- Health Services for Special Populations <b>due Saturday, 10/20 by 11:59pm</b>  <b>Homework: SWOT Analysis</b> - Analytical tool in health service administration. PowerPoint, supplemental readings and self directed learning.  <b>Case Based Learning, Hybrid activity</b> - Apply a SWOT analysis and cost/benefits analysis to assess effectiveness of administrative and policy decisions. Medicare & Medicaid budget cuts. Due by <b>Saturday, 10/27/18 by 11:59pm</b>
Session 8 Hybrid	10/27/18	<b>Case Based Learning, Hybrid activity</b> – Applying a SWOT analysis; template and Discussion Board (asynchronous) posting <b>SWOT Analysis</b> due by <b>10/27 11:59pm</b>
Session 9 In-class	11/3/18	Health Communication and Social Marketing in Healthcare Settings  <b>Debate:</b> (Online) debate preparation: State versus Federal government roles in US healthcare policy. You will be assigned to one of two groups in order to participate in a classroom debate. <ul style="list-style-type: none"> <li>• Annotated Bibliography Assignment: <b>Saturday, 12/1/18 by 11:59pm</b></li> <li>• Debate Strategies posted and Discussion Board (asynchronous): <b>Saturday, 12/1/18 by 11:59pm</b></li> </ul>
Session 10 Hybrid	11/10/18	Work on Annotated Bibliography and Debate Strategies
Session 11 In-class	11/17/18	Patient Navigation, Access/Quality of Care Indicators Final Written Project: “Case Study” assignment discussed in class by <b>Wednesday, 12/12/18 by 11:59pm</b>
	11/24/18	<b>No Class - Thanksgiving</b>
Session 12 Hybrid	12/1/18	<b>Debate:</b> (Online) debate preparation: You will be assigned to one of two groups in order to participate in a classroom debate. <ul style="list-style-type: none"> <li>• Annotated Bibliography Assignment: <b>Saturday, 12/1/18 by 11:59pm</b></li> <li>• Debate Strategies posted and Discussion Board (asynchronous): <b>Saturday, 12/1/18 by 11:59pm</b></li> </ul>
Session 13 In-class	12/8/18	Debate
Session 14 Hybrid	12/15/18	Presentation based on final paper Due: Final Written Project: “Case Study” assignment

		by Wednesday, 12/12/18 by 11:59pm
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**Course requirements:**

Students are expected to actively participate and engage all aspects of the course including classroom discussion, discussion board or other collaborative learning assignments, the classroom debate and all written assignments.

**Assessment methods:**

Assignments are to be completed in an accurate and timely manner. Students are expected to submit discussion board and written assignments on time. Late assignments will not be accepted and will result in a grade of zero for the assignment. Once your assignment is completed, there are no resubmissions. Also, failure to submit a hybrid session assignment will be considered an absence.

All assignments must comply with the college's academic integrity policy. Any violations of the college's academic integrity policy will result in a grade of zero for the assignment.

Exceptions are solely at the discretion of the instructor.

**Method of grading:**

The following weightings will be applied to grades:

**Homework:**

Root Cause Analysis	10%
Health Behavior Theory Analysis (group submission)	10%
SWOT Analysis	10%

**Debate Assignment:**

Annotated Bibliography	10%
Debate Participation & Discussion Board Post	10%

**Papers:**

Policy Analysis Paper	20%
<u>Case Study &amp; Final Presentation</u>	30%

100%

This semester students will utilize a number of problem solving models to identify and analyze possible solutions to timely healthcare issues. Identifying and diagnosing key workplace or structural processes that are problematic within the healthcare sector will provide students with applied problem solving tools. Each model introduced in class will break down the issue through a series of steps to determine how to prevent or solve the issues at hand. All projects will be data driven and backed up with evidence. Details of each assignment will be explained in class and posted on Blackboard. All final assignments must be posted to Safe Assign and submitted on time.

**Root Cause Analysis (10%)** - Apply a Root Cause Analysis to uncover the cause of a health care issue. Deliverable: Write a paragraph for each (5) Root Cause step.

**Policy Analysis Paper (20%)** - Apply a five-step policy analysis to latest health care issues. Deliverable: 5-to-7-page paper.

**Health Behavior Theory Analysis (10%)** - Student groups will present in class their analysis of an assigned health condition and will identify a successful application of a health behavior theory to address this condition. Final deliverable: group presentation and submission of 6-to-8 PowerPoint slides.

**SWOT Analysis and Cost/Benefits Analysis (10%)** - Apply this model to determine the Strengths-Weaknesses-Opportunities-Threats of an assigned health care topic and utilize a cost/benefits analysis to determine which of the four quintiles is most cost effective. Deliverable: Write a paragraph for each of the four SWOT sections and one paragraph for the Cost/Benefits Analysis.

**Annotated Bibliography (10%)** – This assignment is in preparation of the class debate. Deliverable: Write a bibliographic list of (4) peer-reviewed sources and include a one-paragraph summary for each reference.

**Debate Participation & Discussion Board Post (10%)** – Students will be assigned to a Debate Team. Deliverable: Mandatory debate participation and post to Discussion Board and Safe Assign three paragraphs identifying strongest debate strategies.

**Final Case Study Paper (30%)** – Write a case study based on the general state of the healthcare system in your designated state. Deliverable: 8-to-10-page paper.

#### **Supplemental Bibliography:**

- Buchbinder S. B., and Thompson J. M. (2010). *Career Opportunities in Health Management*. Massachusetts: Jones and Bartlett Publishers.
- Knickman, J. R. and Kovner (ed.), A. R. (2015). *Health Care Delivery in the United States* (11<sup>th</sup> ed.). New York: Springer.
- Kovner, A. R., Fine, D. J. and D'Aquila, D. J. (2016). *Evidence Based Management in Health Care* (2<sup>nd</sup> ed.). Chicago: Health Administration Press.
- Kovner, A. R., Fine D. J., and D'Aquila D. J. (2010). *Evidence –Based Management in Health Care*. Arlington: AUPHA.
- Mcalearney, A.S. and Kovner, (2013). A.R., *Health Services Management: Cases, Readings, and Commentary* (10<sup>th</sup> ed.). Arlington, VA: Association of University Programs in Health Administration.
- McConnell, C.R. (2016). *Umiker's Management Skills for the New Health Care Supervisor* (7<sup>th</sup> ed.). Massachusetts: Jones and Bartlett Publishers.
- Liebler, J.G., and McConnell, C.R. (2011). *Management Principles for Health Professionals* (6<sup>th</sup> ed.). Massachusetts: Jones and Bartlett Publishers.
- Shi, L. and Singh D. A., (2017). *Delivering Health Care in America: A Systems Approach* (7<sup>th</sup> ed.). Sudbury, Massachusetts: Jones and Bartlett Publications.

#### **A Partial List of Appropriate Course Journals:**

- Academy of Management Journal
- American Journal of Public Health
- Evaluation and the Health Professions
- Frontiers of Health Services Management
- Health Affairs
- Health Care Management Review

Journal of Health and Human Services Administration  
Journal of Healthcare Management  
Journal of Organizational Behavior  
New England Journal of Medicine

### **Student Support Services**

The rights of students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Student Support Services Program offers a wide variety of services to students who have documented disabilities. Additional information is available at [www.citytech.cuny.edu/students/supportservices](http://www.citytech.cuny.edu/students/supportservices)

### **Online Course Etiquette**

Things that you should **not** do in an academic online course environment are:

1. Improper use of grammar.
2. Failure to use spell check.
3. THE USE OF ALL CAPS. (Use of all CAPS means you are shouting)
4. Not citing your work, "borrowing" from classmates' posts.
5. Failing to proof-read your post before submitting.
6. Attacking classmates and/or their opinions or beliefs.
7. Improperly using the copy/paste function from Word (resulting in a bunch of code mumbo jumbo before your actual post).
8. Scrutinizing classmates' work instead of constructively contributing to discussion.
9. Being boisterous and presumptuous.
10. Ranting or cursing in a discussion post.

## **COLLEGE & COURSE POLICIES**

### **ATTENDANCE AND SUBMISSION OF REQUIRED COURSEWORK:**

It is the responsibility of the student to participate in all weekly activities occurring both in-class and for online sessions. Participation is determined by contributing to online forums, posting assignments on time, and group work input.

If excessive absences are due to medical illness or family emergencies, it is the student's responsibility to contact the instructor and to provide instructor with proper documentation (e.g., doctor's note) regarding their absence, so that reasonable accommodation can be arranged for homework and assignments. Submitting coursework in a tardy manner and contacting the instructor "after the fact" will result in loss of grade for these submissions.

All documented absences are counted as an absence.

### **ACADEMIC INTEGRITY:**

Cheating is an unauthorized use or an attempted use of material, information, notes, study aids, devices or communication during an academic exercise, which can lead to failure of the course and expulsion. See the complete College Academic Integrity Policy (attached).

### **CELLPHONES:**

The use of cell phones is **not** permitted during class. If you have an emergency and need to keep in contact via your cell phone, let your professor know that you will be leaving your phone on the "silent-vibrating" mode and that you may need to step outside the classroom if called in an emergency.

**ASSIGNMENTS:**

All assignments must be typed. Assignments are to be completed and submitted on the due date specified. Assignments must be handed in during class and/or posted to the courses SAFE ASSIGN Black Board (Bb) area by the due date to receive full credit. All online assignments must be complete and posted online by the assignment due date. Online assignments cannot be made up after the posted due date (see below).

**Late Assignments:**

Late assignments will only be accepted at the discretion of the instructor. If an assignment is late you must contact the instructor within 48 hours prior to the due date. Assignments that are handed in up to one week late will be reduced by -15 points. After one week no late assignments will be accepted without approval from the instructor and will incur a significant grade reduction. You must email or contact your instructor if an assignment will be late.

**CLASS PARTICIPATION:**

Students are expected to come to class prepared to discuss the weekly assigned readings and to contribute their own thoughts and ideas about the course topics.

**eMAIL:**

Students must have a valid CityTech email account to participate in BlackBoard (Bb) and to communicate with faculty. Only @MAIL.CITYTECH.CUNY.EDU may be used by students when communicating via email with HSA faculty, staff, and students. Email from commercial accounts, such as @aol, @gmail, and @yahoo will not be opened.

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**COLLEGE ACADEMIC INTEGRITY POLICY**

Updated 8/2017

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.

**CUNY Policy on Academic Integrity**

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

**Definitions and Examples of Academic Dishonesty**

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.



- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting each instructor.
- Preparing answers or writing notes in an exam booklet before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data.
- Submitting someone else's work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, text messaging devices, palm pilots, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person's ideas, research or writings as your own.

**Plagiarism** may also include submitting your own original work for multiple course assignments.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments

**Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials that clearly indicate they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

#### **Falsification of Records and Official Documents**

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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