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Syllabus HPM 502
Introduction to Healthcare Management
Rollins School of Public Health
Emory University
Spring 2009

Contact Information:

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Course Overview

Management is the study of how organizations and the people within them operate. It is pertinent for any professional who expects to work in a group setting, to be managed by a superior, to manage or otherwise be responsible for other people, or to be responsible for managing resources and projects.

This is a graduate level course in principles of management. Participants will learn key principles, practices, and personalities of management. As an introductory course, the purpose is to expose participants to a wide range of areas and topics relevant to management, including the four major topical divisions: **Plan, Organize, Lead, and Control**. As a survey course, the content is *broadly applicable to healthcare enterprises* of every kind: public health organizations, physician practices and clinics, hospitals and health systems, agencies and service organizations, for-profit firms, not-for-profit enterprises, etc.

Objectives:

After attendance and active participation in class and completion of assignments, the student will:

1. Identify and classify the central personalities of the field and their contributions thereto
2. Explain the four main divisions of managerial thought and the key principles within each
3. Differentiate management from leadership
4. Analyze the management cycle
5. Compare and contrast key management functions
6. Identify key concepts and constructs inherent in management theory
7. Apply theoretical frameworks to workplace scenarios
8. Examine roles, functions and accountabilities within organizational structures
9. Demonstrate through class participation, written assignments, and other available means, the assimilation and synthesis of course material
10. Apply material to academic and practical situations

Methods of Instruction and Assessment:

A combination of instructional methods will be used.

- Classroom:** There will be traditional class lecture and case examples.
- Readings:** Text, articles, and current event readings will be assigned.
- Assignments:** Projects and demonstrations will be assigned in and out of class.
- Cross-grading:** Throughout the term, participants' work-products **may** at any time be given to peers for evaluation. Peers will be expected to evaluate your work, and provide you with constructive commentary regarding the work you submitted for review.

Assessment (Group Project):

- There will be one portfolio assessment (the Project) which includes the following:
 1. A narrative description of the need/rational for program, department or service selected (The Project)
 2. Identification of a parent organization its mission, vision, and values
 3. The mission, vision, and values developed for the Project
 4. A discussion of demonstrated alignment between the parent organization and the Project
 5. Identification of political, cultural, and organizational environmental factors which impact the Project
 6. Identification of preliminary resource requirements (human, technical, material, and capital) necessary for Project implementation.
 7. Three Project goals and measurable objectives ***for each goal*** presented in the format provided (excluded from page count)
 8. Organizational chart depicting the Project in relationship to the parent organization (excluded from page count)
 9. Staffing plan and position control chart
 10. One job description in the format provided (excluded from page count)
 11. One performance appraisal (for the job description in #9) in the format provided (excluded from page count)
 12. Operating ***and*** Capital Budgets (excluded from page count)
 13. Budget narrative for the Project
 14. Quality monitors and measures
 15. Page limit: 20 pages

Submission requirements

Submitted work that fails to meet the following standards will be downgraded or rejected, and could earn a score of zero. Here is a checklist for your assignment submissions:

- ✓ Work submitted is to be original, sources used must be cited
- ✓ Submissions should be well-composed with an orderly layout, and reflect graduate level scholarship.
- ✓ Final submission is to be in a binder, organized, tabbed and indexed in the format provided.
- ✓ Submissions that exceed the page length will only be graded on the specified number of pages required.
- ✓ **Do not use sheet protectors** (the use will result in a full letter downgrade)
- ✓ The work you submit must be neat and have a professional appearance.
- ✓ Assignments **must** be submitted in class on the due date.
- ✓ Late assignments may lose 10% per day.
- ✓ All documents are to be double-spaced with at least one inch margins, 12 pt Times New Roman.

500 Points (400 paper, 100 presentation)

- Students will be assigned relevant management articles and will be responsible for leading a 15 minute class discussion
 - ◆ This assignment is a brief review of the article followed by a class discussion
 - ◆ Grading will be based on creativity, presentation skills, group engagement, evidence of synthesis
- 150 Points**

- Assignments
 - ◆ Mission/Vision/Values – 10 pts – individual grade
 - ◆ Gantt Chart –40 pts – group grade
- 50 Points**

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- Peer Evaluation
200 points
- Class attendance & participation
100 points
- Total 1000 points**

Grading

This is a graduate class. Participants are expected to possess and continue to demonstrate scholarship, intellectual curiosity, verbal and written communication skills, and a collegial attitude

- ◆ **A 1000-950**
- ◆ **A- 949-900**
- ◆ **B+ 899-850**
- ◆ **B 849-800**
- ◆ **C 799-700**
- ◆ **F 699 & below**

Required Reading:

1. Articles posted on Blackboard, others as assigned.
2. Strengths Finder 2.0: Tom Rath. Gallup Press, 2007. ISBN: 978-1-59562-015-6

Wk # Date	Topic	Unit	Activities	Assignment
1. 1-15-09	Course Overview Management: Context, Functions, Roles, Theories		<ul style="list-style-type: none"> ▪ Review course objectives, syllabus, project outline ▪ Introduction to Management 	<ul style="list-style-type: none"> ▪ Complete Bio Sketch & bring to class ▪ Print and bring Syllabus to class ▪ Review BB Unit 1-Lecture 1
2. 1-22-09	<i>Planning</i>	1	<ul style="list-style-type: none"> ▪ Lecture & class discussion ▪ Form groups 	<ul style="list-style-type: none"> ▪ Review BB Unit 1- lecture 2 ▪ Review Georgia Cancer Coalition Strategic Plan ▪ Review Handout # 1 Mission & Vision ▪ Bring example(s) of mission, vision, and values statements ▪ Divide into groups of 4 ▪ Read “Mercy Clinics: The Medical Home”
3. 1-29-09	<i>Planning</i>	1	<ul style="list-style-type: none"> ▪ Lecture & class discussion ▪ Class discussion: Articles 1 & 5 	<ul style="list-style-type: none"> ▪ Review BB; Unit 1, Lecture 3; ▪ Read Unit 1: Articles 1 & 5 ▪ Review Handout #2 Goals & Objectives
4. 2-05-09	<i>Planning</i>	1	<ul style="list-style-type: none"> ▪ Lecture & Class discussion ▪ Group Presentations <ul style="list-style-type: none"> ○ Article 3 & 13 ▪ Group meetings- review proposed project ▪ Project work 	<ul style="list-style-type: none"> ▪ Read Unit 1 Articles: 3,4,6,8,13 ▪ Assigned groups present ▪ One page description of project due ▪ Gantt Chart due
5. 2-12-09	<i>Organizing</i>	2	<ul style="list-style-type: none"> ▪ Lecture & class discussion 	<ul style="list-style-type: none"> ▪ Review BB Unit 2, Lectures 2A & 2B, ▪ Read Unit 2 Article: 1 & 3
6. 2-19-09	<i>Organizing</i>	2	<ul style="list-style-type: none"> ▪ Group Presentations <ul style="list-style-type: none"> • Article 2 	<ul style="list-style-type: none"> ▪ Read article 2 ▪ Group work
7. 2-26-09	<i>Organizing</i>	2	<ul style="list-style-type: none"> ▪ Lecture & class discussion ▪ Group Presentations <ul style="list-style-type: none"> ○ Article 5 	<ul style="list-style-type: none"> ▪ Read Articles: 2,5,6 ▪ In class exercise
8. 3-5-09	<i>Leading</i>	3	<ul style="list-style-type: none"> ▪ Lecture & class discussion 	<ul style="list-style-type: none"> ▪ Review BB Unit 3, Lectures 3A&B ▪ Read Articles 1,2&3 ▪ Review Handout #4 “Harnessing the Strength of Multi-Generational Diversity ▪ Submit Strength Finder Assessment
3-12-09			<ul style="list-style-type: none"> ▪ Spring Break 	<ul style="list-style-type: none"> ▪

9. 3-19-09	<i>Leading</i>	3	<ul style="list-style-type: none"> ▪ Group Presentation- <ul style="list-style-type: none"> • Article 1 ▪ Staffing Workshop-Job descriptions, performance plans, position control <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> ▪ Read articles 4,5&6 ▪ Print from BB-review, and bring to class job description, performance appraisal, and outline for staffing plan ▪
10. 3-26-09	<i>Leading</i>	3	<ul style="list-style-type: none"> ▪ Lecture & class discussion- <u>Strengths Finder 2.0</u> ▪ Group Presentations <ul style="list-style-type: none"> • Article 5 	
11. 4-2-09	<i>Controlling</i>	4	<ul style="list-style-type: none"> ▪ Lecture & class discussion 	<ul style="list-style-type: none"> ▪ Review BB Lecture Unit 4-lecture 4 ▪ Read article 2 & 3
12. 4-09-09	<i>Controlling</i>	4	<ul style="list-style-type: none"> ▪ Budget workshop ▪ Group Presentation <ul style="list-style-type: none"> ○ Article 1 	<ul style="list-style-type: none"> ▪ Read Unit 4 Articles 1,4,5,6, 7& 8
13. 4-16-09	<i>Projects</i>		Project Presentations	<i>ALL PROJECTS DUE PEER EVALUATIONS DUE</i>
14. 4-23-09	<i>Projects</i>		Project Presentations	

Withdrawal:

School policy governs withdrawal.

Students with Disabilities

Consult the course catalog and/or student handbook. Students registered with the Office of Disability Services should bring this to the attention of the instructor within the first week of classes.

Honor Code

Students are expected to abide by the Honor Code. Consult the course catalog and/or student handbook, or see the Emory website at:

<http://www.sph.emory.edu/student/service/conductcode.html>.