
PubH 6751-200, -320 (MPH, Online)
Principles of Management in Health Services Organizations
Summer 2015

Credits:	2
Meeting Days:	July 6 - August 21, 2015
Meeting Place:	online at Moodle 2.6
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I. Course Description

PubH6751, Principles of Management in Health Services Organizations, is a required course in the MPH curriculum. Students from other programs and from outside Public Health are welcome with the instructor's permission; however, please note that the content is customized to public health settings (typically, not-for-profit or public organizations) and competencies. The course draws primarily from the fields of organizational theory and behavior to equip students with management and leadership competencies that enable them to make a positive difference in their work organizations and in the health of populations. In addition to facilitating more effective management and leadership, the competencies enable those who will not be in management positions to better understand managers and management and to more effectively contribute to their organizations.

II. Course Prerequisites

Public health MPH or certificate student; MHA student; dentistry MS student; environmental health MS or PhD major; or instructor's consent.

III. Course Goals and Objectives

After completing the course, students will be better able to:

- 1) Describe key issues and competencies for the management of healthcare and public health organizations in the United States;
- 2) Understand their own strengths and weaknesses in management competencies;

- 3) Effectively contribute to organizational teams and teamwork;
- 4) Manage interpersonal conflict and differences in the workplace;
- 5) Apply quality and performance improvement concepts to address organizational performance issues;
- 6) Develop and communicate organizational vision, mission, goals, and objectives;
- 7) Manage change in organizations;
- 8) Use power and politics for personal and organizational effectiveness;
- 9) Communicate clearly and concisely in writing; and
- 10) Identify key learning resources for public health management.

IV. Methods of Instruction and Work Expectations

This course consists of seven one-week lessons, to be completed in sequence, beginning on the Monday of each week. Lessons generally consist of readings and internet resources, an online group discussion, a written assignment, and an optional audio-supplemented PowerPoint slide presentation. There are approximately 100 pages of reading per week. Assignments are due by midnight of the final day (Sunday) of each one-week lesson period. **Online group discussion forums require log-ins during the lesson week by times specified in the Course Outline and on the course website. Please plan your participation accordingly.** This is not a “work-at-your-own-pace” course. All assignments (except forums) are visible from Week 1 but are due weekly, and there are late penalties.

For students interested in getting more than the minimum requirements out of this course, please consult the Optional Resources, and join the weekly Optional Forums. The Optional Forums allow you to raise questions or share resources customized to your own settings and career tracks and to go beyond the required material.

You can expect the instructor and teaching assistant to respond to emails and telephone messages within 24 hours and to grade written assignments and discussion group forum contributions within six days of the scheduled due dates (this enables you to see your grade prior to the submission deadline for the next assignment). Teaching assistants help facilitate group discussions and teaching assistants or graders may assign preliminary grades to some written assignments. Final grading is the responsibility of the instructor. If you have questions about grades, please contact the instructor.

All course participants are expected to treat each other with respect and a positive spirit of inquiry.

V. Course Text and Readings

There is one required textbook: *Becoming a Master Manager: A Competing Values Approach*, fifth edition, by Quinn, Faerman, Thompson, McGrath, and St. Clair (New York: Wiley, 2011, ISBN 978-0-470-28466-7). (Note: Earlier editions of the text, and the new sixth edition, are not compatible with this course.)

The textbook is available from the University of Minnesota Bookstore in Coffman Memorial Union and several other outlets, for purchase or rental in hard copy or digital format. Four hard copies of the textbook are on reserve for this course at the University of Minnesota [Bio-Medical Library](#) (at the front desk, for 3-hour use in the Library only). Resources other than the required textbook are linked or posted on the course website.

VI. Course Outline/Weekly Schedule

Master Manager = Quinn, et al., *Becoming a Master Manager*

Lesson 1, July 6 - 12: Orientation and Framework

Required

Resources: *Master Manager*, chapter 1 (partial), “The Competing Values Approach to Management,” pp. 1-23

“Competing Values Framework Introduction,” YouTube video, University of Michigan, June 29, 2012 (7 minutes, 5 seconds). [link on course website]

L. Shi and D.A. Singh, "An Overview of US Health Care Delivery," pp. 1-35 in *Delivering Health Care in America: A Systems Approach*, 6th ed. (Burlington, MA: Jones and Bartlett Learning, 2014). **Read pp. 1-17 and skim remainder.** [pdf on course website]

P.K. Halverson, G.P. Mays, and R. Hogg, "The Organizational Landscape of the American Public Health System," pp. 205-225 in J.W. Holsinger Jr. (ed.), *Contemporary Public Health: Principles, Practice, and Policy* (Lexington, KY: University of Kentucky Press, 2013). [pdf on course website]

"About One Health," Centers for Disease Control and Prevention, 2013. [link on course website]

"Social Determinants of Health," HealthyPeople.gov, U.S. DHHS, 2015. [link on course website]

Optional

Resources:

E. Salinsky, "Governmental Public Health: An Overview of State and Local Public Health Agencies," National Health Policy Forum, Background Paper No. 77, August 18, 2010, 29 pp. [pdf on course website] For those interested in more detail on the governmental public health sector.

D.H. Roby, "Strengthening the Safety Net," pp. 703-725 in G. Kominski (ed.), *Changing the U.S. Health Care System*, 4th ed. (San Francisco, CA: Jossey-Bass, 2014). [pdf on course website] For those interested in more detail on healthcare delivery organizations with a public health orientation.

Assignment 1:

Discussion Group Forum I [details posted on course website]

To allow for discussion, initial post required by 11:55 pm (Central time), Friday, July 10. Full assignment due by 11:55 pm (Central time), Sunday, July 12.

Lesson 2, July 13 - 19: Creating and Sustaining Commitment and Cohesion

Required

Resources:

Master Manager, Module 1, "Creating and Sustaining Commitment and Cohesion," pp. 35-107

L. Fick-Cooper and E.L. Baker, "The Management Moment: Building Conflict Competence," *Journal of Public Health Management and Practice*, 2011, 17(2), 187-189. [pdf on course website]

"How to Resolve Workplace Conflict - In a Nutshell," YouTube video, July 10, 2014 (2 minutes, 42 seconds). [link on course website]

"How to Do Effective Performance Appraisals," YouTube video, July 10, 2008 (4 minutes, 21 seconds). [link on course website]

Optional

Resources:

Master Manager Module 1 Lecture (18 minutes slides with audio; pdf also posted)

"William Ury: The Walk from 'No' to 'Yes,'" TED Talks video, December, 2010 (19 minutes, 15 seconds). [link on course website] More from the co-author of *Getting to Yes*.

"Margaret Heffernan: Dare to Disagree," TED Talks video, June, 2012 (12 minutes, 56 seconds). [link on course website] Good disagreement is central to progress.

Optional Forum

Assignment 2-1: Conflict Management Self-Assessment [details posted on course website]
Due by 11:55 pm (Central time), Sunday, July 19

Assignment 2-2: Discussion Group Forum II [details posted on course website]
To allow for discussion, initial post required by 11:55 pm (Central time), Friday, July 17. Full assignment due by 11:55 pm (Central time), Sunday, July 19.

Lesson 3, July 20 - 26: Establishing and Maintaining Stability and Continuity

Required

Resources: *Master Manager*, Module 2, "Establishing and Maintaining Stability and Continuity," pp. 108-177

L.F. Fallon, J.W. Begun, and W. Riley, "Managing Performance and Quality," pp. 245-271 in *Managing Health Organizations for Quality and Performance* (Sudbury, MA: Jones and Bartlett, 2012. [pdf on course website]

Optional

Resources: *Master Manager* Module 2 Lecture (11 minutes slides with audio; pdf also posted)

Institute for Health Improvement Open School for Health Professions:
<http://www.ihl.org/education/ihlopenschool/Pages/default.aspx> [link on course website].
The IHI Open School offers web courses on a variety of quality improvement topics.

"Lean in County Public Health Departments," YouTube video, October 18, 2011 (9 minutes, 37 seconds) [link on course website]. An example of lean management used in public health settings.

"Budget Basics for Public Managers," NC Office of State Personnel, 2005:
<http://www.nctraining.ncgov.com/budget/> [link on course website]. Gentle introduction for those who expect to work with budgets in their workplace. You can skip the information that is specific to North Carolina, and skip the games and the completion form. It takes about 15 minutes.

P.A. Honoré and J.F. Costich, "Public Health Financial Management Competencies," *Journal of Public Health Management and Practice*, 2009,15(4),311-318. [pdf on course website] More on financial literacy in public health.

Optional Forum

Assignment 3-1: Monitoring Organizational Performance [details posted on course website]
Due by 11:55 pm (Central time), Sunday, July 26

Assignment 3-2: Discussion Group Forum III [details posted on course website]
To allow for discussion, initial post required by 11:55 pm (Central time), Friday, July 24. Full assignment due by 11:55 pm (Central time), Sunday, July 26.

Lesson 4, July 27 - August 2: Improving Productivity and Increasing Profitability I

Required

Resources: *Master Manager*, Module 3 (partial), "Improving Productivity and Increasing Profitability," pp. 178-220

D. Pink, "The Puzzle of Motivation," TED Talks video, July, 2009 (18 minutes, 36 seconds) **or** "RSA Animate - Drive: The Surprising Truth about What Motivates Us," YouTube video (10 minutes, 48 seconds). [links on course website]

Optional
Resources: Optional Forum

Assignment 4: Job Design [details posted on course website]
Due by 11:55 pm (Central time), Sunday, August 2

Lesson 5, August 3 - 9: Improving Productivity and Increasing Profitability II

Required
Resources: *Master Manager*, Module 3 (partial), pp. 220-253

The Community Toolbox, Chapter 8, Section 1, "An Overview of Strategic Planning or 'VMOSA' (Vision, Mission, Objectives, Strategies, and Action Plans)" - Main Section and Examples. 2014. [link on course website]

J. Evans, "Vision and Mission - What's the Difference and Why Does It Matter?" *Psychology Today*, April 24, 2012. [link on course website]

Optional
Resources: *Master Manager* Module 3 Lecture (10 minutes slides with audio; pdf also posted)

Optional Forum

Assignment 5-1: Vision/Mission Analysis [details posted on course website]
Due by 11:55 pm (Central time), Sunday, August 9

Assignment 5-2: Discussion Group Forum IV [details posted on course website]
To allow for discussion, initial post required by 11:55 pm (Central time), Friday, August 7. Full assignment due by 11:55 pm (Central time), Sunday, August 9.

Lesson 6, August 10 - 16: Promoting Change and Encouraging Adaptability

Required
Resources: *Master Manager*, Module 4, "Promoting Change and Encouraging Adaptability," pp. 254-328

S. Armbruster, J. Moran, and L. Beitsch, "Change Resisters: People Who Block Change Initiatives and 5 Tips to Overcome Resistance," *Journal of Public Health Management and Practice*, 2013, 19(5), 483-484.

"Where Good Ideas Come From," YouTube video, September 17, 2010 (4 minutes, 7 seconds). [link on course website]

Optional
Resources: *Master Manager* Module 4 Lecture (11 minutes slides with audio; pdf also posted)

R. Heifetz, A. Grashow, and M. Linsky, "Act Politically," pp. 133-148 in *The Practice of Adaptive Leadership* (Boston: Harvard Business Press, 2009). [pdf on course website]
Political skills for moving organizations.

R. Cialdini and S. Martin, "Science of Persuasion," YouTube video, November 26, 2012 (11 minutes, 50 seconds). Six ways to influence others.

"How to Give a Killer Presentation," YouTube video, July 24, 2011 (14 minutes, 24 seconds). [link on course website] Popular advice on presenting.

Optional Forum

Assignment 6-1: Change Analysis [details posted on course website]
Due by 11:55 pm (Central time), Sunday, August 16

Assignment 6-2: Discussion Group Forum V [details posted on course website]
To allow for discussion, initial post required by 11:55 pm (Central time), Friday, August 14. Full assignment due by 11:55 pm (Central time), Sunday, August 16.

Lesson 7, August 17 - 21: Making a Difference

Required

Resources: *Master Manager*, "Conclusion: Integration and the Road to Mastery," pp. 329-349

C.F. Dye, "Servant Leadership," pp. 79-90 in *Leadership in Healthcare*, 2nd ed. (Chicago: Health Administration Press, 2010). [pdf on course website]

L. Spears, "Practicing Servant-Leadership," *Leader to Leader*, 2004, Fall, 7-11. [pdf on course website]

V.F. Trastek, N.W. Hamilton, and E.E. Niles, "Leadership Models in Health Care - A Case for Servant Leadership," *Mayo Clinic Proceedings*, March, 2014, 89(3), 374-381. [pdf on course website]

Optional

Resources: Optional Forum

Assignment 7: Final Self-Reflection [details posted on course website]
Due by 11:55 pm (Central time), Friday, August 21

VII. Evaluation and Grading

Components of the final grade are as follows:

Discussion Group Forums I - V @ 4 points each (Assignments 1, 2-2, 3-2, 5-2, 6-2)	20 points
Written Assignments @ 12 points each (Assignments 2-1, 3-1, 4, 5-1, 6-1)	60 points
Final Self-Reflection (Assignment 7)	<u>20 points</u>
TOTAL	100 points

Assignments completed late without prior permission are penalized as noted on the assignment. The final grade is the weighted average of the components. All students are evaluated on the basis of the same assignments – there is no "bonus" work or resubmissions to replace missed assignments or improve grades. The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	94.00 - 100.00%	(4.0) achievement that is outstanding relative to the level necessary to meet course requirements
A-	90.00 - 93.99%	(3.67)
B+	87.00 - 89.99%	(3.33)
B	84.00 - 86.99%	(3.0) achievement that is significantly above the level necessary to meet course requirements
B-	80.00 - 83.99%	(2.67)

C+	77.00 - 79.99%	(2.33)
C	74.00 - 76.99%	(2.0) achievement that meets the course requirements in every respect
C-	70.00 - 73.99%	(1.67)
D	60.00 - 69.99%	(1.0) achievement that is worthy of credit even though it fails to meet fully the course requirements
F	< 60.00%	represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I
S		Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>

Course Evaluation

Student course evaluations are collected electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please

consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**Language adapted from the American Association of University Professors, "Joint Statement on Rights and Freedoms of Students."*

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