PUBH 6751, Section 320, 321
Principles of Management in Health Services Organizations
Fall 2018, Term B

COURSE & CONTACT INFORMATION
Credits: 2 credits
Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Moodle at http://moodle.umn.edu.

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Contact Information</th>
<th>Role</th>
<th>When to Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>James W. Begun&lt;br&gt;<a href="mailto:begun001@umn.edu">begun001@umn.edu</a>&lt;br&gt;612-624-9319</td>
<td>Primary instructor for this course.</td>
<td>Questions about the course content or grades, to submit a letter from the Disability Resource Center, to request an extension.</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>Rachel Kuhnly&lt;br&gt;<a href="mailto:kuhn017@umn.edu">kuhn017@umn.edu</a>&lt;br&gt;Antonette Shockey&lt;br&gt;<a href="mailto:shock080@umn.edu">shock080@umn.edu</a>&lt;br&gt;Eunjeong Noh&lt;br&gt;<a href="mailto:nohxx015@umn.edu">nohxx015@umn.edu</a></td>
<td>Assigns initial grades and feedback on assignments. Facilitates group discussions.</td>
<td>Questions about assignments, deadlines, and course policies.</td>
</tr>
<tr>
<td>Technical Support</td>
<td>Technical support options are available on the SPH website. <a href="https://z.umn.edu/sphquickhelp">https://z.umn.edu/sphquickhelp</a></td>
<td>Troubleshoots technical issues related to the course site or course content.</td>
<td>Technical issues with the course site, media, or assignments.</td>
</tr>
</tbody>
</table>

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses
Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within 24 hours/7 days a week.

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 competencies and settings (typically, not-for-profit or public organizations). We attempt to apply management competencies with a public health lens, taking into account fundamental public health values such as social justice, reliance on evidence, community self-determination, and interdependence.

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, programs, and teams.

Acknowledgments
The SPH Office of E-Learning Services, in particular Bernadette Gloeb and Jim Harpole, contributed significantly to the development of this online course.
COURSE PREREQUISITES
Public health MPH or certificate student; dentistry MS student; environmental health MS or PhD major; or instructor’s consent.

COURSE GOALS & OBJECTIVES
There are 10 course learning objectives. After completing this 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 personal strengths and weaknesses in management competencies;
3) Effectively contribute to organizational teams and teamwork;
4) Constructively manage conflict and diversity in the workplace;
5) Apply quality and performance improvement concepts to address organizational performance issues;
6) Develop and communicate program and organizational vision, mission, goals, objectives and budget;
7) Manage change in teams, programs, and organizations;
8) Use power and politics for personal and organizational effectiveness;
9) Communicate clearly and concisely in writing; and
10) Apply systems thinking tools to public health issues.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations
PubH6751 is a 2-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, a 2-credit course requires approximately 90 hours (45 hours x 2) of effort spread over the course of a 15-week term in order to earn an average grade, or 6 hours per week. Since this is a 7-week course, the workload is compressed into 7 rather than 15 weeks, i.e., approximately 12 rather than 6 hours per week.

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc. The course also is offered in face-to-face format in the Fall and Spring, should that be your preference.

Learning Community
School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences. Collaborating, listening, and engaging are critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group discussion, this can mean:
• Respect the identities and experiences of your classmates.
• Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
• Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (https://z.umn.edu/studentconduct).

COURSE TEXT & READINGS
There is one required textbook: Becoming a Master Manager: A Competing Values Approach, sixth edition, by Quinn, Faerman, Thompson, McGrath, and Bright (New York: Wiley, 2015, ISBN 978-1-118-58258-9). (Note: Earlier editions of the text are not advised for 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.

This course uses journal articles, which are available via the University Libraries’ E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at https://www.lib.umn.edu/pim/citation.
### COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note:** assignments are due by 11:55pm CST unless indicated otherwise.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Resources</th>
<th>Activities/Assignments</th>
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<tbody>
<tr>
<td></td>
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<td>“Competing Values Framework Introduction,” YouTube video, University of Michigan, June 29, 2012 (7 minutes, 5 seconds).</td>
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<td></td>
<td></td>
<td><strong>Discussion Assignment 1:</strong> Overview and Self-Assessment [details posted on course website]. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.</td>
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Week 2  
Oct 29 - Nov 4  

• Creating and Sustaining Commitment and Cohesion  

Required Resources:  
• Master Manager, Module 1, “Creating and Sustaining Commitment and Cohesion,” pp. 33-107.  
• “How to Resolve Workplace Conflict - In a Nutshell,” YouTube video, July 10, 2014 (2 minutes, 42 seconds).  
• “How to Do Effective Performance Appraisals,” YouTube video, July 10, 2008 (4 minutes, 21 seconds).  
• I. Bohnet, “How to Take the Bias Out of Interviews,” HBR.org, April 18, 2016, 4 pp.  

Optional Resources:  
• Master Manager Module 1 Lecture (19 minutes, slides with audio; pdf also posted).  
• “William Ury: The Walk from 'No' to 'Yes,'” TED Talks video, December, 2010 (19 minutes, 15 seconds). More ideas from the co-author of Getting to Yes.  
• “Margaret Heffernan: Dare to Disagree,” TED Talks video, June, 2012 (12 minutes, 56 seconds). Good disagreement is central to progress.  

• Individual Assignment 1: Managing Teams and Conflict [details posted on course website]. Due by 11:55 pm, Sunday.  
• Discussion Assignment 2: Giving and Receiving Feedback [details posted on course website]. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.
Week 3
Nov 5-11

Establishing and Maintaining Stability and Continuity

Required Resources:

Optional Resources:
- Master Manager Module 2 Lecture (14 minutes, slides with audio; pdf also posted)
- Institute for Health Improvement Open School for Health Professions. 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). An example of lean management used in public health settings.

Individual Assignment 2: Monitoring Performance [details posted on course website]. Due by 11:55 pm, Sunday.

Discussion Assignment 3: Failure in Complex Systems [details posted on course website]. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.
Week 4
Nov 12-18

• Improving Productivity and Increasing Profitability I

Required Resources:

• 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. 2018.

• The Community Toolbox, Chapter 43, Section 1, “Planning and Writing an Annual Budget” - Main Section. 2018.


Optional Resources:
• *Master Manager* Module 3 Lecture (12 minutes, slides with audio; pdf also posted)

• "Budget Basics for Public Managers," NC Office of State Personnel, 2005. Gentle introduction for those who expect to work with budgets in the public sector. You can skip the information that is specific to North Carolina, and skip the games and the completion form. It takes about 15 minutes.


• Individual Assignment 3: Vision/Mission Analysis [details posted on course website]. Due by 11:55 pm, Sunday.

• Discussion Assignment 4: Budget Shortfall [details posted on course website]. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.
<table>
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<tr>
<th>Week 5</th>
<th>Improving Productivity and Increasing Profitability II</th>
<th>Required Resources:</th>
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<tbody>
<tr>
<td></td>
<td>• RSA Animate - Drive: The Surprising Truth about What Motivates Us,” YouTube video (10 minutes, 48 seconds).</td>
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<td>Optional Resources:</td>
<td>Individual Assignment 4: Job Design [details posted on course website]. Due by 11:55 pm, Sunday.</td>
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<td></td>
<td>• E. Seppala, “To Motivate Employees, Do 3 Things Well,” HBR.org, January 4, 2016, 3 pp.</td>
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<td></td>
<td>Employees respond to inspiration, kindness, and self-care</td>
<td>Discussion Assignment 5: Assessing Organizational Culture [details posted on course website]. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday</td>
</tr>
</tbody>
</table>
### Week 6
**Nov 26 - Dec 2**

- **Promoting Change and Encouraging Adaptability**

  **Required Resources:**

  **Optional Resources:**
  - *Master Manager* Module 4 Lecture (13 minutes, slides with audio; pdf also posted)

- **Individual Assignment 5: Change Analysis [details posted on course website]. Due by 11:55 pm, Sunday.**

- **Discussion Assignment 6: Using Power and Influence [details posted on course website]. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.**
| Week 7  
<table>
<thead>
<tr>
<th>Dec 3-7</th>
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<tbody>
<tr>
<td><strong>Making a Difference</strong></td>
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<td><strong>Required Resources:</strong></td>
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<tr>
<td>• <em>Master Manager</em>, “Conclusion: Integration and the Road to Mastery,” pp. 312-329.</td>
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<tr>
<td><strong>Optional Resources</strong></td>
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<tr>
<td><strong>Individual Assignment 6: Final Self-Reflection [details posted on course website]. Due by 11:55 pm, Friday.</strong></td>
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SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Our target for making grades visible to students for Discussion Assignments 1-6 is Tuesday midnight following the end of each discussion on Sunday. For Individual Assignments 1-6, the target for making grades visible is Friday midnight following the end of each lesson week on Sunday. In both cases, grades are invisible to students during the grading process. Generally a teaching assistant (TA) will do first-round grading, then the instructor will review all the grades for equity and consistency. If there are questions about grades, please contact the instructor rather than TAs. Components of the final grade are as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Assignments 1-6 @ 4% each</td>
<td>24%</td>
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<tr>
<td>Individual Assignments 1-5 @ 12% each</td>
<td>60%</td>
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<tr>
<td>Individual Assignment 6</td>
<td>16%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale (see the University’s Uniform Grading Policy and Grading Rubric Resource at https://z.umn.edu/gradingpolicy). Grade lines in this course are drawn as follows:

<table>
<thead>
<tr>
<th>% In Class</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.00 - 100.00%</td>
<td>A</td>
<td>4.000</td>
</tr>
<tr>
<td>90.00 - 93.99%</td>
<td>A-</td>
<td>3.667</td>
</tr>
<tr>
<td>87.00 - 89.99%</td>
<td>B+</td>
<td>3.333</td>
</tr>
<tr>
<td>84.00 - 86.99%</td>
<td>B</td>
<td>3.000</td>
</tr>
<tr>
<td>80.00 - 83.99%</td>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>77.00 - 79.99%</td>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>74.00 - 76.99%</td>
<td>C</td>
<td>2.000</td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<td>-------------</td>
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<tr>
<td>C-</td>
<td>1.667</td>
<td></td>
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<tr>
<td>D+</td>
<td>1.333</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
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<tr>
<td>F</td>
<td>&lt; 64%</td>
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</table>

- **A** = achievement that is outstanding relative to the level necessary to meet course requirements.
- **B** = achievement that is significantly above the level necessary to meet course requirements.
- **C** = achievement that meets the course requirements in every respect.
- **D** = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- **F** = failure because 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 (Incomplete).
- **S** = achievement that is satisfactory, which is equivalent to a C- or better
- **N** = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

**Evaluation/Grading Policy**

<table>
<thead>
<tr>
<th>Evaluation/Grading Policy</th>
<th>Evaluation/Grading Policy Description</th>
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| Scholastic Dishonesty, Plagiarism, Cheating, etc. | 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 (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.

If you have additional questions, please clarify with your instructor. 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.

Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).

<p>| Late Assignments | Assignments completed late without prior permission are penalized as noted on the assignment. |</p>
<table>
<thead>
<tr>
<th>Makeup Work for Legitimate Reasons</th>
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<tbody>
<tr>
<td>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</td>
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<td>• illness</td>
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<td>• serious accident or personal injury</td>
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<td>• hospitalization</td>
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<tr>
<td>• death or serious illness within the family</td>
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<td>• bereavement</td>
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<td>• religious observances</td>
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<td>• subpoenas</td>
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<td>• jury duty</td>
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<tr>
<td>• military service</td>
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<td>• participation in intercollegiate athletic events</td>
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<tr>
<td>Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (<a href="http://z.umn.edu/sphmakeupwork">http://z.umn.edu/sphmakeupwork</a>).</td>
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<th>Extra Credit</th>
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<td>All students are evaluated on the basis of the same assignments. There is no extra credit work.</td>
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<tr>
<th>Saving &amp; Submitting Coursework</th>
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<tr>
<td>Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.</td>
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<tr>
<th>Technical Issues with Course Materials</th>
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<tbody>
<tr>
<td>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</td>
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<tr>
<td>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</td>
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<tr>
<td>• Go to Quick Help: <a href="http://z.umn.edu/sphquickhelp">http://z.umn.edu/sphquickhelp</a>.</td>
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<tr>
<td>• Connect with the appropriate person or office within 30 minutes of the problem’s occurrence.</td>
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<td>o Provide as much information as possible, so the tech team can best help you as soon as possible.</td>
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<td>o You can expect a response within 1-2 business days to help resolve the problem.</td>
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<tr>
<td>Competency</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</td>
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<td>8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</td>
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<td>10. Explain basic principles and tools of budget and resource management</td>
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<td>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making</td>
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<tr>
<td>17. Apply negotiation and mediation skills to address organizational or community challenges</td>
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<td>18. Select communication strategies for different audiences and sectors</td>
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<tr>
<td>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</td>
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<tr>
<td>21. Perform effectively on interprofessional teams</td>
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</table>
| 22. Apply systems thinking tools to a public health issue | 10) Apply systems thinking tools to public health issues | Individual Assignment 2: Monitoring Performance (12% of total grade)  
Discussion Assignment 3: Failure in Complex Systems (4% of total grade)  
Discussion Assignment 6: Using Power and Influence (4% of total grade) |