

PUBH 7551, SECTION 320

Principles of Management in Health Services Organizations
 Spring 2019, Term B

COURSE & CONTACT INFORMATION

Credits: 2 credits

Meeting Day(s), Time, and Place: This course is primarily web-based, delivered via Moodle at <http://moodle.umn.edu>.

Contact Type	Contact Information	Role	When to Contact
Instructor	James W. Begun begun001@umn.edu 612-624-9319	Primary instructor for this course	Questions about the course content, policies, deadlines, or grades; to submit a letter from the Disability Resource Center; to request an extension.
Technical Support	Technical support options are available on the SPH website: https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, or assignments.

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 me in a timely manner with any questions you may have. I strongly recommend that you check your U of M email daily. My goal is to respond to emails within 24 hours, 7 days a week.

COURSE DESCRIPTION

PubH7551, Principles of Management in Health Services Organizations, is a required course in the Executive MHA curriculum. The course draws primarily from the fields of organizational theory and behavior to equip associates with management and leadership competencies that enable them to make a positive difference in their work organizations and in the health and health care of patients and populations.

In the course we develop and apply four major views of organizations, referred to as frames, that encompass much of existing theory and research on organizations: 1) a structural frame, which highlights the rational side of organizations; 2) a human resource frame, which emphasizes the human side; 3) a political frame, which underscores power, conflict, and negotiation; and 4) a symbolic frame, which examines the culture of organizations. The course will begin by viewing healthcare organizations through each of the four frames separately. In the long run, the goal is to be able to use all four, simultaneously. Applications to the topics of leadership and change management in healthcare delivery organizations are emphasized.

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

Executive MHA student or instructor's consent.

COURSE GOALS & OBJECTIVES

The course has eight major goals. Learning objectives linked to the goals are listed for each lesson (week) of the course on the course website.

After completing this course, associates will be better able to:

- 1) Structure activities, units, and groups in healthcare delivery settings so that they are more productive;
- 2) Identify and apply best practices in human resources management in healthcare delivery settings;
- 3) Diagnose and use sources of power and political skills in healthcare delivery settings;
- 4) Diagnose and use healthcare organizational culture as a managerial lever;
- 5) Use alternative mental frames to analyze and manage organizational behavior in healthcare delivery settings;
- 6) Espouse a personal management and leadership philosophy;
- 7) Work effectively in teams; and
- 8) Communicate clearly and concisely in writing.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

PubH7551 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 mostly online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions and other assignments.

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: *Reframing Organizations: Artistry, Choice, and Leadership*, sixth edition, by Bolman and Deal (San Francisco: Jossey-Bass, 2017, paperback, ISBN 9781119281825). Other readings will be posted or hyperlinked on the course Moodle website.

COURSE OUTLINE/WEEKLY SCHEDULE

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.

Week	Topic	Resources	Activities/Assignments
On-Campus Session January 6	Course Orientation	<p>Required Resources:</p> <ul style="list-style-type: none"> <i>Reframing Organizations</i>, chapters 1-2, pp. 3-41. “Leadership Orientations” self-assessment survey. Available at: http://www.leebolman.com/frames_selfrating_scale.htm 	<p>Associates who miss the on-campus session should do the required reading, complete the “Leadership Orientations” self-assessment, and review the slides posted on the course Moodle site.</p>
Lesson 1 March 11-17	Course Orientation and the Structural Frame	<p>Required Resources:</p> <ul style="list-style-type: none"> <i>Reframing Organizations</i>, chapters 3-5, pp. 43-112. J.W. Begun and M. Thygeson. “Managing Complex Health Organizations,” chapter 1 (p. 1-17) in M.D. Fottler, D. Malvey, and D.J. Slovensky (eds.), <i>Handbook of Healthcare Management</i> (Northampton, MA: Edward Elgar Publishing, 2015). <i>Read pp. 1-11. Reinforces the notion that managing in health care is incredibly complex.</i> Deloitte, “Rethinking the Health System Operating Model,” 2014, 7 pp. <i>Promotes the structural solutions of coordination and integration to improve healthcare delivery.</i> <p>Optional Resources:</p> <ul style="list-style-type: none"> Optional Lecture (20 minutes) 	<ul style="list-style-type: none"> Class Forum: The Structural Frame. Due 8:00 am, Monday, March 18. Assignment 1 (Individual): The Structural Frame: Personal Application. Due 8:00 am, Monday, March 18.
SPRING BREAK March 18-24			

<p>Lesson 2 March 25-31</p>	<p>The Structural Frame: Case Application</p>	<p>Required Resources:</p> <ul style="list-style-type: none"> • Case – “Transforming Care at UnityPoint Health - Fort Dodge,” Harvard Business School 9-615-052, 2015, 27 pp. 	<ul style="list-style-type: none"> • Assignment 2 (Small Group Forum/ Report): The Structural Frame: Case Application. Login to Small Group Forum by 8:00 am, Thursday, March 28. Group report due 8:00 am, Monday, April 1.
<p>Lesson 3 April 1-7</p>	<p>The Human Resource Frame</p>	<p>Required Resources:</p> <ul style="list-style-type: none"> • <i>Reframing Organizations</i>, chapters 6-8, pp. 115-117. • P. Cappelli and A. Tavis, “The Performance Management Revolution,” <i>Harvard Business Review</i>, October, 2016, pp. 58-67. <p>Optional Resources:</p> <ul style="list-style-type: none"> • Optional Lecture (19 minutes) • E. Seppala, “To Motivate Employees, Do 3 Things Well,” HBR.org, January 4, 2016, 3 pp. <i>Employees respond to inspiration, kindness, and self-care.</i> 	<ul style="list-style-type: none"> • Class Forum: The Human Resource Frame. Due 8:00 am, Monday, April 8. • Assignment 3 (Individual): The Human Resource Frame: Personal Application. Due 8:00 am, Monday, April 8.
<p>Lesson 4 April 8-14</p>	<p>The Human Resource Frame: Case Application</p>	<p>Required Resources:</p> <ul style="list-style-type: none"> • Case – “Performance Management at Intermountain Healthcare,” Harvard Business School 9-609-103, 2009, 29 pp. <p>Optional Resources:</p> <ul style="list-style-type: none"> • B. James, “We Count Our Successes in Lives” (51 minutes, 17 seconds, May 19, 2014). Available at: https://www.youtube.com/watch?v=vHSjgsIJVEk. <i>Dr. James plays a major role in the Intermountain case. View from 37:20 to 44:10 (about 7 minutes) for an example related to the case.</i> 	<ul style="list-style-type: none"> • Assignment 4 (Small Group Forum/ Report): The Human Resource Frame: Case Application. Login to Small Group Forum by 8:00 am, Thursday, April 11. Group report due 8:00 am, Monday, April 15.

<p>Lesson 5 April 15-21</p>	<p>The Political and Symbolic Frames</p>	<p>Required Resources:</p> <ul style="list-style-type: none"> • <i>Reframing Organizations</i>, chapters 9-10, pp. 181-216; chapters 12-14, pp. 239-294. [We skip Chapter 11.] <p>Optional Resources:</p> <ul style="list-style-type: none"> • Optional Lecture (19 minutes) • W. Ury, “William Ury: The Walk from ‘No’ to ‘Yes’” (19 minutes, 15 seconds, December 1, 2010). Available at: https://www.youtube.com/watch?v=Hc6yi_FtoNo. <i>Innovative thinking by the “Getting to Yes” co-author.</i> • Cleveland Clinic, “Empathy: The Human Connection to Patient Care” (4 minutes, 23 seconds, February 27, 2013). Available at: https://www.youtube.com/watch?v=cDDWvj_q-o8. <i>The symbolic frame at work.</i> 	<ul style="list-style-type: none"> • Class Forum: The Political and Symbolic Frames. Due 8:00 am, Monday, April 22. • Assignment 5 (Individual): The Political and Symbolic Frames: Personal Application. Due 8:00 am, Monday, April 22.
<p>Lesson 6 April 22-28</p>	<p>Leadership and Change: Case Application</p>	<p>Required Resources:</p> <ul style="list-style-type: none"> • <i>Reframing Organizations</i>, chapters 15-18, pp. 297-383. • Case – “Jeanette Clough at Mount Auburn Hospital,” Harvard Business School 9-406-068, 2005, 21 pp. <p>Optional Resources:</p> <ul style="list-style-type: none"> • J. Clough, “AHA_YT Jeanette Clough HD-WEB.wmv” (1 minute, 44 seconds, May 9, 2011). Available at: https://www.youtube.com/watch?v=DXcOF8AOWUk. <i>Meet the subject of the Jeanette Clough case.</i> 	<ul style="list-style-type: none"> • Assignment 6 (Small Group Forum/ Report): Leadership and Change: Case Application. Login to Small Group Forum by 8:00 am, Thursday, April 25. Group report due 8:00 am, Monday, April 29.
<p>Lesson 7 April 29 - May 5</p>	<p>Leadership and Change: Personal Application</p>	<p>Required Resources:</p> <ul style="list-style-type: none"> • None <p>Optional Resources:</p> <ul style="list-style-type: none"> • R.E. Kaplan and R.B. Kaiser, “Developing Versatile Leadership,” <i>MIT Sloan Management Review</i>, Summer, 2003, pp. 19-26. <i>Another perspective promoting balance in leadership and management style.</i> 	<ul style="list-style-type: none"> • Assignment 7 (Class Forum): Leadership and Change: Personal Application. Due 8:00 am, Monday, May 6.

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

There are three individual assignments (Assignments 1, 3, 5) requiring a written application of the resources and a brief online presence. There are three small group forum/reports (Assignments 2, 4, 6) and one final class forum (Assignment 7).

Components of the final grade are weighted as follows:

Assignment 1 (Individual)	20%
Assignment 2 (Small Group Forum/Report)	10%
Assignment 3 (Individual)	20%
Assignment 4 (Small Group Forum/Report)	10%
Assignment 5 (Individual)	20%
Assignment 6 (Small Group Forum/Report)	10%
Assignment 7 (Class Forum)	10%
TOTAL	100%

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:

% In Class	Grade	GPA
94.00 - 100.00%	A	4.000
90.00 - 93.99%	A-	3.667
87.00 - 89.99%	B+	3.333
84.00 - 86.99%	B	3.000
80.00 - 83.99%	B-	2.667
77.00 - 79.99%	C+	2.333
74.00 - 76.99%	C	2.000
70.00 - 73.99%	C-	1.667
67.00 - 69.99%	D+	1.333

64.00 - 66.99%	D	1.000
< 64%	F	

- 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	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Makeup Work for Legitimate Reasons</p>	<p>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:</p> <ul style="list-style-type: none"> • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events <p>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 (http://z.umn.edu/sphmakeupwork).</p>

Late Assignments	Assignments completed late without prior permission are penalized 10% for each day or portion of a day late.
Extra Credit	All students are evaluated on the basis of the same assignments – there is no “extra credit” work.
Saving & Submitting Coursework	Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.
Technical Issues with Course Materials	<p>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.</p> <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"> • Go to Quick Help: http://z.umn.edu/sphquickhelp. • Connect with the appropriate person or office within 30 minutes of the problem’s occurrence. <ul style="list-style-type: none"> ○ Provide as much information as possible, so the tech team can best help you as soon as possible. ○ You can expect a response within 1-2 business days to help resolve the problem.
Intellectual Property of Instructors’ Material	The MHA program prohibits any current student from uploading MHA course content (e.g., lecture notes, assignments, or examinations for any PUBH 65XX or PUBH 75XX courses) created by a University of Minnesota faculty member, lecturer, or instructor to any crowdsourced online learning platform.

CEPH KNOWLEDGE DOMAINS

Knowledge Domain	Course Learning Objectives	Assessment Strategies
Explain the critical importance of evidence in advancing public health knowledge.	Identify and apply best practices in human resources management in healthcare delivery settings.	Assignment 3 (Individual): The Human Resource Frame: Personal Application

NCHL HEALTHCARE LEADERSHIP COMPETENCIES FOR CAHME ACCREDITATION PURPOSES

Competency	Course Learning Objectives	Assessment Strategies
Healthcare delivery, financing, and public policy knowledge	<p>Structure activities, units, and groups in healthcare delivery settings so that they are more productive.</p> <p>Identify and apply best practices in human resources management in healthcare delivery settings.</p>	<p>Assignment 1 (Individual): The Structural Frame: Personal Application; Assignment 2 (Small Group Forum/Report): The Structural Frame: Case Application; Assignment 3 (Individual): The Human Resource Frame: Personal Application; Assignment 4 (Small Group Forum/Report): The Human Resource Frame: Case Application; Assignment 6 (Small Group Forum/Report): Leadership and Change: Case Application</p>
Community collaboration	<p>Diagnose and use sources of power and political skills in healthcare delivery settings.</p>	<p>Assignment 5 (Individual): The Political and Symbolic Frames: Personal Application</p>
Organizational awareness	<p>Structure activities, units, and groups in healthcare delivery settings so that they are more productive.</p> <p>Diagnose and use healthcare organizational culture as a managerial lever.</p> <p>Use alternative mental frames to analyze and manage organizational behavior in healthcare delivery settings.</p>	<p>Assignment 1 (Individual): The Structural Frame: Personal Application; Assignment 2 (Small Group Forum/Report): The Structural Frame: Case Application; Assignment 5 (Individual): The Political and Symbolic Frames: Personal Application; Assignment 6 (Small Group Forum/Report): Leadership and Change: Case Application; Assignment 7 (Class Forum): Leadership and Change: Personal Application</p>
Leading and managing people	<p>Espouse a personal management and leadership philosophy.</p> <p>Identify and apply best practices in human resources management in healthcare delivery settings.</p>	<p>Assignment 3 (Individual): The Human Resource Frame: Personal Application; Assignment 4 (Small Group Forum/Report): The Human Resource Frame: Case Application</p>
Working in and leading teams	<p>Work effectively in teams.</p>	<p>Assignment 1 (Individual): The Structural Frame: Personal Application; Assignment 2 (Small Group Forum/Report): The Structural Frame: Case Application; Assignment 4 (Small Group Forum/Report): The Human Resource Frame: Case Application; Assignment 6 (Small Group Forum/Report): Leadership and Change: Case Application</p>
Professional and social responsibility	<p>Espouse a personal management and leadership philosophy.</p>	<p>Assignment 7 (Class Forum): Leadership and Change: Personal Application</p>
Written communication	<p>Communicate clearly and concisely in writing.</p>	<p>Assignments 1 - 6</p>