

HEALTHCARE MANAGEMENT
PUBLIC ADMINISTRATION 26:834:582
SCHOOL OF PUBLIC AFFAIRS AND
ADMINISTRATION

Thank you to Professor Evan Stark whose syllabus from previous semesters has helped to establish the overview, background, learning objectives, and the case study aspects for this course.

FALL SEMESTER 2006
NEIL DE HAAN, Ph.D.
RUTGERS UNIVERSITY
NEWARK, N.J.

As of September 4, 2006

Course Overview:

This course introduces the values, knowledge and skills needed to strategically manage the rapidly changing environment in public health and health care.

Class Format:

The course will begin by reading and discussing the course's text, which is *Managing Health Programs and Projects* by Beaufort B. Longest, Jr. The text will be supplemented by the *W.K. Kellogg Foundation Logic Model Development Guide* and by several speakers.

The course will conclude by using the Case Method by which analysis focuses on real situations in which specific decisions must be made by health care administrators, public administrators, public health officials and others responsible for the organization, management and delivery of health services. The purpose of case method teaching is for students to learn from one another by comparing their different approaches to analysis, organization, management and decision-making. Reading assignments during the beginning of the course will highlight the skills needed to address the issues raised by cases.

Background:

The central theme in this course is the dilemma of positioning health care and related organizations for success in a rapidly changing environment without compromising public health principles of access, equity or quality care. The cases confront the health care manager with strategic choices between effectiveness and efficiency; cost controls and service; gate-keeping control over provider behavior and traditions of professional autonomy; expansion and protecting boundaries; institutional autonomy and accountability; between measuring success in dollar and human terms; strong leadership and client-oriented service; between long-term planning and responding to political changes in the normative consensus. The transformation of health services due to managed care has increased the emphasis on adapting management techniques from business. In the USA all this is taking place in a society where over 44 million people do not have health insurance. How to incorporate management techniques in ways that are consistent with organizational mission and the public trust is a key question of this course. Furthermore, we will also try to identify specific skills that you as a manager and leader in health care can utilize as you participate in our health care environment and in health-related organizations, all of which make up about 16% of our economy.

LEARNING OBJECTIVES:

At the completion of the course, students will be expected to:

1. Understand the opportunities and dilemmas posed to management by managed care, integrated systems and other market-based health care delivery systems.
2. Analyze the health care or organizational environment, estimate strategic capabilities and develop an appropriate strategic plan.
3. Assess, maintain and improve quality of care without compromising productivity, particularly through continuous quality improvement;
4. Implement organizational and health related community change by building strategic alliances and coalitions.
5. Understand the challenges posed to public administration by privatization and contracting for Medicaid services.
6. Study, identify, and develop specific management skills, with a view towards becoming an effective player, manager, or leader in this public health and health care environment.

CASE REVIEWS

Based on the case review and weekly reading assignments, students are expected to prepare for the last seven classes by considering the dilemmas/problems posed by the case material and proposed strategies and/or skills needed to respond to or resolve these dilemmas. At a minimum, this means being able to:

- state the central problem(s) in the case;
- describe the background of the problem;
- identify the key decisions and/or decision-makers;
- outline the options decision-makers face, the information needed to make these decisions and probable costs and benefits of each option;

Based on this analysis, students should select and justify a course of action they consider best suited to the situation and link the case to the course's readings. Each student will participate in one group, which will focus and make a class presentation for one of the seven cases.

INSTRUCTOR: Neil De Haan, Ph.D., Director of Grants, Catholic Health and Human Services Corp, Mother Schervier Hall, Saint Michael's Medical Center, 268 Dr. Martin Luther King, Jr. Blvd., Third Floor, Newark, NJ, 07102. Contact information: nddehaan@yahoo.com Day, Monday through Friday: 973-877-5006. During the evening and weekend: 908-353-1473. By fax: 908-353-3610 (home). For additional information visit www.geocities.com/nddehaan.

REQUIRED MATERIAL FOR THE COURSE: You should purchase the following book and case studies, which are available at the Rutgers University Bookstore in Bradley Hall

Longest, Beaufort B. Jr. 2004. *Managing Health Programs and Project*. San Francisco: Jossey-Bass.

Studies. Kennedy School of Government Case Program. These case studies are also available through the Case Program Sales Office, John F. Kennedy School of Government, 79 John F. Kennedy Street, Cambridge, Ma. 02138. Call 888-640-4945 , fax 215-682-5092 or email ksg@docnet.com or visit the web site for the Hauser Center at the Kennedy School (www.ksgcase.harvard.edu).

1. A Public Hospital's Strategy for Survival: The Story of Cambridge Hospital. (C14-98-1476.0)
2. The City of Chicago and the 1995 Heat Wave (A) (C16-02-1642.0)
3. Coping with Pediatric AIDS (A): A Comprehensive Care Model at Newark's Children Hospital (C16-90-957.0)
4. Bringing Medicine to Methadonia: The Case of the Montefiore Methadone Maintenance Treatment Program (C16-90-954.0)
5. Public Takes on Private: The Philadelphia Behavioral Health System (C16-02-1649.0)
6. Beyond "Mama Management": Operating Room Cutbacks at the California Multispeciality Center." C16-91-1086.0)
7. Methadone Maintenance (B): The Entrepreneur's View (66.0)

Also, the W.K. Kellogg Foundation has been made available a CD ROM for each student, thereby giving each student the *W.K. Kellogg Foundation Logic Model Development Guide*. The CD's will be distributed during the first two class sessions. Anyone interested in the foundation's *Logic Development Guide* can also order directly by calling 1-800-819-9997 and asking for item #1209. Also included is the *W.K. Kellogg Foundation Evaluation Handbook*.

Other required documents to be distributed in class by the instructor are as follows;
Capper, Stuart A, Peter, Linda E. Swayne, and W. Jack Duncan. Chapter 1, Analyzing Public Health Cases, in Ginter, Peter M. and Linda E. Swayne. 2001. *Public Health Leadership and Management: Cases and Context*. Sage Publications

Norris, Tyler and Mary Pittman, Dr. PH. 2000. "The Healthy Communities Movement and the Coalition for Healthier Cities and Communities". Public Health Reports. March/April & May/June, 2000.

Beaudin, Christy, Mark Senak, and Ronald Goodstein. 1995. "AIDS Project Los Angeles." CNG No. 12. Institution for Social and Policy Studies. New Haven: Yale University.

Recommended readings to supplement discussions and the student's writings are:
Covey, Stephen R. 2004 *The 8th Habit*. New York: Free Press.
Covey, Stephen R. 1989. *The Seven Habits of Highly Effective People*. NY: Simon & Schuster.

GRADES: The assignments will all be graded with the weights as follows:

ASSIGNMENT NUMBER	DUE DATE	% Weight
Assignment #1: Take Home Exam	October 19th	20%
Assignment #2: Group Project	Group Formation & Case Selection is due October 5 th . Presentations as Scheduled.	20%
Assignment #3: Case Study (first)	November 2nd	15%
Assignment #4: Case Study (second)	November 30th	15%
Assignment #5: Post Test	December 7th	10%
Class participation (i.e. contributions in class, asking questions, regular and full-evening attendance, preparing exercises in and for class, and being full engaged in any group breakout sessions in class) Note: Everyone starts with an 80 for class participation. A student loses 5 points for every class missed, after one absence, and 2.5 points for missing more than one half of the class, after one absence. See note below for making up a class via writing up a case study.		20%
TOTAL		100%

Each of the above assignments will be graded by a number grade ranging from 100 to 50. The FINAL GRADE for the course will apply the above percentages to the number assigned to each of the assignments and factors. The final grade will be determined as follows:

- A (4.0 Outstanding): 94 to 100
- B+ (3.5 Excellent): 88 to 93
- B (3.0 Good): 82 to 87
- C+ (2.5): 77 to 81
- C (2.0 Satisfactory): 71 to 76
- F (O. Failing): 70 or below

Please contact the instructor if you will have a late arrival, absence or early departure, and try to do so prior to the occurrence. Assignments are due in class on the date indicated in this syllabus. Please make and keep a copy of each assignment that you submit. I would prefer NOT to get your assignment by email or fax. However, if you find your situation requires this special arrangement, please contact me by email or telephone prior to sending the material.

THE SEMESTER SCHEDULE

This is a general outline of the schedule. We will work at a pace that's comfortable given

what we're trying to do. The class meets from 5:30 p.m. until 8:10 p.m. We may expand the time in some areas and collapse it in others.

Session #1, , Thursday, September 7, 2006

1. Students to complete student profiles (See Attached)
2. Introduction. Review syllabus. Answer questions.
3. Pre-test to be given. No names! To be anonymous.
4. Lecture and Discussion: What are the management-related issues relating to health care in the USA?
5. Today's lecture and discussion will be based on:

Longest	Chapter 1	Management Work
Covey	8 th Habit	Reading Notes available

Session #2, Thursday, September 14, 2006.

Reading Assignments to be completed by September 14th:

Longest	Chapter 1	Management Work
Longest	Chapter 2	Strategizing the Future
Kellogg	Logic Model	Chapters 1 and 2

1. Read and understand the following, which will be discussed as time permits:

MANAGEMENT WORK (Longest, Chapter 1)

- Health and Health Determinants
- Health Programs and Projects as Logical Models and as Organizations
- Program and Project Management
- The Work of Managers: Activities and Roles
- Managing Programs and Projects Ethically
- Managers and the Success of Programs and Projects\

STRATEGIZING THE FUTURE (Longest, Chapter 2)

- Conducting a Situational Analysis
- Reconsidering and Revising the Logic Model
- Developing Operational Plans to Accomplish Desired Results
- Assessing Progress and Controlling Performance
- The Link Between Strategizing and the Performance of Programs and Projects
- Business Plans
- Planning for Interventions Undertaken by Programs and Projects

Session #3, Thursday, September 21, 2006.

1. Reading Assignments to be completed by September 21st, 2006:

Longest	Chapter 3	Designing for Effectiveness
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Kellogg	Logic Model	Chapters 1 and 2 (repeat)

2. Read and understand the following, which will be discussed as time permits:
DESIGNING FOR EFFECIVENESS (Longest, Chapter 3)

- Designing logic models
- Designing the Processes Component of Logic Models
- Creating Organization Designs
- Key Concepts in Organization Design
- Application of the Key Organization Design Concepts
- Informal Aspects of Organization Designs

3. Speaker:

4. Complete at home Kellogg, Exercises 1 and 2 for use in class today.

Session #4, September 28th, 2006.

1. Reading Assignments to be completed by

Longest	Chapter 4	LEADING to Accomplish Desire Results
Kellogg	Logic Model	Chapter 3
Web Site	www.innonet.org	Logic Model

2. Speaker:

3. Complete at home Kellogg, Exercises 3 & 4, for use in class today.

4. Read and understand the following, which will be discussed as time permits:

LEADING TO ACCOMPLISH DESIRED RESULTS (Longest, Chapter 4)

- Motivation at Work
- Influence and Leading, Interpersonal Power and Influence
- The Ongoing Search to Understand Effective Leading
- Toward an Integrative Approach to Effective Leading

Session #5, October 5th, 2006

1. Reading Assignments to be completed by October 5th, 2006:

Longest	Chapter 5	Making Good MANAGEMENT DECISIONS
Longest	Chapter 6	COMMUNICATING for Understanding
Kellogg	Logic Model	Chapter 4

2. Read and understand the following, which will be discussed as time permits:
MAKING GOOD MANAGEMENT DECISIONS (Longest, Chapter 5)

- Decision Making Defined
- Involving Other Participants in Decision Making
- Characteristics of Management Decisions in Programs and Projects

- The Decision-making Process
- COMMUNICATING FOR UNDERSTANDING (Longest, Chapter 6)
- Communicating: Key to Effective Stakeholder Relations
 - A Model of Communicating Process
 - Barriers to Communicating Effectively
 - Communicating within Programs and Projects
 - Communicating with External Stakeholders
 - Communicating When Something Goes Wrong
3. Speaker:
 4. TAKE HOME EXAM distributed. Due in two weeks (i.e. October 19th)

Session #6, October 12th, 2006

1. Reading Assignments to be completed by October 12th, 2006:

Longest	Chapter 7	Managing QUALITY--Totally

2. Speaker:
3. Read and understand the following, which will be discussed as time permits:

MANAGING QUALITY—TOTALLY (Longest, Chapter 7)

- Quality Defined
 - Measuring Quality
 - Managing Quality
 - A Total Quality (TQ) Approach to Managing Quality
4. The speaker for tonight will be Ms. Bernadette Vissani, MPH, Project Manager, Project Yes You Can! Columbus Hospital, Newark, N.J.

Session #7. October 19th, 2006

1. TAKE HOME EXAM due
2. Reading Assignments to be completed by October 19th, 2006:

Longest	Chapter 8	Commercial & Social Marketing
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5. Read and understand the following, which will be discussed as time permits:

COMMERCIAL & SOCIAL MARKETING (Longest, Chapter 8)

- Commercial Marketing Strategies in Health Programs & Projects
- The 4 Ps of a Commercial Marketing Strategy
- Social Marketing in Health Programs and Projects
- Ethics in Commercial and Social Marketing Strategies
- Evaluating Commercial and Social Marketing Strategies

Session #8: October 26, 2006

Reading Assignments to be completed by October 26th:

Case Study	The City of Chicago and the 1995 Heat Wave (A)	Kennedy School of Government (KSG); Available at bookstore or via Internet (fee)
Case Study	AIDS project Los Angeles	Class Handout

Capper, et. al.	Analyzing Public Health Cases	Class Handout
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1. The class will discuss the two cases and the article by Capper, et. al.
2. There may be class time for the Groups to meet and prepare their presentations.

Session #9, November 2, 2006

1. Reading Assignments to be completed by November 2nd:

Case Study	Methadone Maintenance (B): The Entrepreneur's View	Kennedy School of Government (KSG); Available at bookstore or via Internet (fee)
Case Study	Bring Medicine to Methadonia: The Case of the Montefiore Methadone Maintenance Treatment Program	Kennedy School of Government (KSG); Available at bookstore or via Internet (fee)

2. The class will discuss the two cases.
3. There will be class time for the groups to meet and prepare their Group Projects.
4. Assignment #3 (First Case Study) is due. See page 10 for details.
5. A Group Project presentation opportunity is available for this date to present this case

Session #10, November 9, 2006

1. Reading Assignments to be completed by November 9th, 2006:

Case Study	Beyond "Mamma Management": Operating Room Cutbacks at the California Multispecialty Center	Kennedy School of Government (KSG); Available at bookstore or via Internet (fee)
Reading	The Healthy Communities Movement and the Coalition for Healthier Cities and Communities	Class Handout

2. A Group Project opportunity is available for this date to present this case

Session #11, November 16, 2006:

1. Reading Assignments to be completed by November 16th:

Case Study	A Public Hospital's Strategy for Survival: The Story of Cambridge Hospital	Kennedy School of Government (KSG); Available at bookstore or via Internet (fee)
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2. A Group Project opportunity is available for this date to present this case

Thanksgiving Day, November 23, 2006. NO CLASS. HAVE A GREAT DAY!

Session #12, November 30, 2006:

1. Reading Assignments to be completed by November 30th:

Case Study	Coping with Pediatric AIDS (A): A Comprehensive Care Model at Newark's Children Hospital	Kennedy School of Government (KSG); Available at bookstore or via Internet (fee)

2. **Assignment #4** (Second Case Study) is due. See page 10 for details.
3. A Group Project opportunity is available for this date to present this case.
4. The course evaluations will be completed

Session #13, December 7th

1. Reading Assignments to be completed by December 7th

Case Study	The Public Takes on Private: The Philadelphia Behavioral Health System	Kennedy School of Government (KSG); Available at bookstore or via Internet (fee)
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2. A Group Project opportunity is available for this date to present this case.
3. **Assignment #5: The Post Test will be given**
4. Material on the syllabus, but not yet covered will be addressed

ASSIGNMENT #1—TAKE HOME EXAM

Due: Thursday, October 19, 2006

Note: The exam itself will be based on the text by Longest and the Kellogg Logic Model Development Guide. The exam questions will be very clear as to expectations and requirements.

ASSIGNMENT #2: GROUP PROJECT

Due: As scheduled

Each group will select one case that is on the syllabus, starting with cases scheduled on or after November 2nd. The group will analyze the case, as suggested on page one of the syllabus and in the reading by Capper, et. al. (i.e. “Analyzing Public Health Cases), and will also research the case, so that it can bring the class up-to-date as to what has happened since the case was written. Based on the class size and progress in the course, the group will be given a time span for the length of its presentation. It is expected that the presentation will be at least one hour in length.

ASSIGNMENT # 3: First Case Study. DUE: November 2nd.

Students can select any case, except for the case that is being used by his or her group. The case analyses should (a) follow the outline for case analysis provided above (See Case Reviews, p. 2 above) and (b) respond to the specific questions included in the case, if any, and (c) link the analysis to the required readings. Great importance will be attached to integrating case analysis with assigned readings. Emphasis will also be placed on clear communication. The anticipated length is five to seven pages, double spaced, 12 point font, one inch margins.

ASSIGNMENT #4: Second Case Study. Due November 30th.

Students can select any case, except for the case that is being used by his or her group. The case analyses should (a) follow the outline for case analysis provided above (See Case Reviews, p. 2 above) and (b) respond to the specific questions included in the case, if any, and (c) link the analysis to the required readings. Great importance will be attached to integrating case analysis with assigned readings. Emphasis will also be placed on clear communication. The anticipated length is five to seven pages, double spaced, 12 point font, one inch margins.

ASSIGNMENT #5: Post Test

Date: Thursday, December 7, 2006

To include true/false, match, and multiple choice questions. The test is designed and intended as a post-test, and will be the same as the pre-test, given on September 7, 2006.

MAKE UP ASSIGNMENTS FOR MISSED CLASSES

NOTE: Students may prepare a maximum of two typewritten 5 to 7 page case reports during the semester in order to make up for missing one or two classes. Each report substitutes for one class. The format will be the same as Assignments 3 and 4. (Remember, you will lose 5 points in class participation for each class missed after one absence or partial absence.) These reports will be selected from a case assigned by the Instructor, but not one of the cases that are already part of this syllabus. Students may be asked to make a class presentation regarding his or her case study report(s).

SPEAKERS

The speakers who have agreed to participate and who will be scheduled are:

Terence French, Executive Vice President, Government Relations

Catholic Health and Human Services, Inc.

Cathedral Healthcare System

Newark, N.J.

Points of focus: Fiscal conditions of the health care environment in N.J. Factors that led to and

were part of the closing of the Hospital Center of Orange, Orange, N.J. in 2004. Issues that face health care in N.J.

Ceu Cirne-Neves, MPA, Vice President
Catholic Health and Human Services
Newark, N.J.

Former administrator, Saint James Hospital, Newark, N.J.

Points of focus: Day-to-day and long term management issues facing hospital administrators.

Skills needed to manage in today's health care environment.

Other possible speakers who are being invited to participate:

Rochelle Williams-Evans, RN, MSN
Director, Department of Health
East Orange, N.J.

Points focus: Management issues involved in organizing an urban public health system.

Management skills needed to be effective.

Darlene Cox, RN, MSN
Administrator, University Hospital
UMDNJ
Newark, NJ

Points of focus: Day-to-day and long term management issues facing hospital administrators.

Skills needed to manage in today's health care environment.

STUDENT INFORMATION..... HEALTHCARE MANAGEMENT 834:582

Fall, 2006 at Rutgers and UMDNJ-Newark

PLEASE PRINT.

Thank-you.

1. Name: _____

2. Street Address: _____

City or Town: _____ State: _____ Zip Code: _____

3. If employed, who is your employer? _____
4. What is the location (i.e. town) of your work? _____
5. Job Title, if employed: _____
6. Brief job description, if employed: _____

7. Telephone Number(s). Circle the best telephone # with which to reach you.

Number	Check if Home	Check if work	Check if cell

8. What is your email (s). Circle your preferred email.

Email Address	Check if work	Check if home

9. What was your undergraduate major? _____ When did you graduate college? _____
10. What do you hope to get out of this course? What are the specific things you would like to learn?
11. What other courses (undergraduate, graduate or continuing education) have you had in budgeting, accounting, financial management, or management?
12. Any specific future plans? What kind of job is your preferred next job?