



## **HEALTH CARE MANAGEMENT**

HLSC 3850 A  
Course Outline  
Fall 2012

### **FACULTY INFORMATION**

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Class Day/Time: Tuesdays from 4:30 to 7:15 PM (September 11 to December 4, 2012)  
Location: Markin Hall 1030  
Instructor: Claudia Steinke, R.N., M.Sc., Ph.D.  
Office: Markin Hall 3121  
Telephone: 403-394-3945  
Email: claudia.steinke@uleth.ca  
Office Hours: By appointment

### **COURSE OVERVIEW**

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Health Care Management is an elective curriculum course that will be offered to students within the Faculty of Health Sciences at the University of Lethbridge. The course focuses on the structures, contexts, and processes basic to managing in health care settings; an interdisciplinary approach to the management and leadership of health organizations.

### **COURSE FOCUS**

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This course focuses on the design and management of health organizations, the behaviour of individuals and groups within them, and strategies used to respond to an increasingly complex and challenging environment. The course will introduce several key topics in the fields of organizational design, behaviour, and analysis and aims for a general understanding of each.

This course is intended for those students interested in a systematic understanding of organizational principles, practices, and insights pertinent to the management of health organizations. The course will be most beneficial to those interested in ready access to the latest developments in organizational and managerial thinking. While based on organizational theory and research, the emphasis of the course is on practical application.

The course is intended for students of the health sciences and/or health professionals who will (or are looking to) assume managerial responsibilities or who want to learn more about the organizations in which they will spend the majority of their professional working lives.

### **COURSE OBJECTIVES**

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At the end of the course, students should have a clearer understanding of:

- The complexity of the health manager's role.
- The relationship among motivation, leadership and conflict management. Students will acquire a firm grasp of the various approaches to dealing with these issues and the approaches that are most likely to be effective under different circumstances.
- The nature of work processes affecting work within health organizations.
- The fundamental design of organizations, their relationship to other organizations, and how this relationship affects organizational performance and change.
- The major trends likely to affect the operations of health care organizations and the strategic approaches required in addressing these challenges over the next decade.

## **COURSE CONTENT**

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This course is organized into three (3) sections:

- A. **Introduction:** The first section provides two insightful topics presenting the challenges of providing health services (in Canada and abroad) and some of the conceptual maps necessary to help guide managers in the decision making process and providing a framework for understanding the role and contributions of management and leadership within a variety of health settings.
- B. **Micro Perspective:** This section addresses the classic issues of organization design, motivation, communications, power, organizational learning, performance and quality improvement, and managing in groups and teams.
- C. **Macro Perspective:** The third and final section focuses on organizational context and addresses the challenge of achieving competitive advantage and managing alliances. Other topics that may be focused on in this section that will help prepare managers for the uncertainty that lies ahead are the ever expanding role of information technology, consumerism/medical tourism, the regulatory environment, and globalization.

## **COURSE DELIVERY**

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This course will be conducted in a combined lecture format/typical case method. The case method calls for discussion of real-life situations that organizations have faced. Case writers, as good reporters, have written up the case situations to present you with the information available to the people involved. Cases will help you sharpen your analytical skills, since you must produce quantitative and qualitative evidence to support your recommendations. In case discussions, the instructor will challenge you and your fellow participants to defend your arguments and analyses. You will hone both your problem solving and your ability to think and reason rigorously. As you review the cases, you will put yourself in the shoes of the managers, employees, and clients, and analyze the situation, decide what you would do, and come to class prepared to present and support your conclusions. You should be aware that the case study method of teaching and learning is successful only if all participants come to the class prepared to discuss each case in depth. This means that you need not only to read each case but also use the study questions and work through whatever analyses seem warranted to assist in thinking carefully about the themes of the case. In preparation for each in-class case discussion, you must make time for your own individual study of the case, followed by discussion group meetings. The small group discussions will take place during each class and provide you a chance to test your ideas and to develop a deeper understanding of the case material before the full, in-class discussion. They also provide a great way for you to interact with fellow students.

## **READING MATERIAL**

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### **Required Main Text**

Shortell, S., & Kaluzny, A. (2012). Health care management: Organization design and behaviour (6<sup>th</sup> ed.). New York: Delmar, Cengage Learning.

### **Recommended Texts**

Hatch, M. (2006). Organization theory (2<sup>nd</sup> ed.). New York: Oxford University Press

### **Readings/Cases**

Additional readings and cases will be provided throughout the course.

## COURSE SCHEDULE

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Figure 1. Health Care Management Course Schedule

DATE	CLASS	TOPIC	CASE	ACTIVITY	RESOURCES
<b>Module A: Introduction</b>					<b>Module Note A</b>
Sep-11	1	Delivering Value in Health Care: Canada and Abroad	TBD	TBD	Teaching Note A1
Sep-18	2	Leadership and Management	TBD	TBD	Teaching Note A2
<b>Module B: Micro Perspectives</b>					<b>Module Note B</b>
Sep-25	3	Organization Design and Coordination	TBD	TBD	Teaching Note B1
Oct-02	4	Motivating People	TBD	TBD	Teaching Note B2
Oct-09	5	Team Effectiveness	TBD	TBD	Teaching Note B3
Oct-16	6	Communication	TBD	TBD	Teaching Note B4
Oct-23	7	Power, Politics, and Conflict	TBD	TBD	Teaching Note B5
Oct-30	8	Complexity, Learning and Innovation	TBD	TBD	Teaching Note B6
Nov-06	9	Improving Quality in Health Care Organizations	TBD	TBD	Teaching Note B7
Nov-13	10	Organizational Learning, Innovation, & Change	TBD	TBD	Teaching Note B8
<b>Module C: Macro Perspectives</b>					<b>Module Note C</b>
Nov-20	11	Strategic Thinking and Competitive Advantage	TBD	TBD	Teaching Note C1
Nov-27	12	Health Information Systems Strategy	TBD	TBD	Teaching Note C2
Dec-04	13	Globalization and Health; Presentations	TBD	TBD	Teaching Note C3

## **ASSIGNMENTS, EVALUATION CRITERIA AND DUE DATES**

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Grades will be based on class participation plus individual and group exercises:

- **Participation (20%):** You must attend the classes in order to be able to participate. Your primary assignment in this course is to be actively engaged in class discussions and to immerse yourself into the field of health management. Thus, vigorous class participation, including presentations on topics and constructively critical contributions to the work of others in the class, will be a central requirement of the course. Participative quality versus quantity is emphasized.
- **Discussion Leadership (10%):** Once you have done your individual preparation, you will come to class and participate in a discussion group prior to the full in-class discussion. A discussion group consists of a small number of participants who meet to discuss the day's assignments after each participant has completed his or her individual case preparation. Discussion groups are characterized by intense interaction that deepens the participant's understanding beyond that gained through individual analysis. This interaction includes dialogue, shared expertise and constructive argument. You will each take turns being the Discussion Leader or Facilitator of your group. This role will involve guiding fellow group members through the study questions for each assignment and taking care to keep the group from straying too far into personal anecdotes or issues that may not be particularly relevant to core points of the case. Your role is to keep the group focused and facilitate everyone's participation. Your leadership skills will be evaluated by your fellow members of the discussion group.
- **Two Individual Papers (20% each):** Each paper will be a maximum of 10 pages in length, type written and double spaced, on one of the recent topics in the class. Students are expected to explore and summarize existing research findings on the topic, identify controversies, contradictions and unanswered questions and postulate issues for future research and their practical implications. The paper should offer a comprehensive and rigorous analysis of the topic. Students must clear their topic with the instructor prior to proceeding. It is expected that students will present interesting, insightful, and well-written analyses; the criteria for grading will include depth of inquiry, rigor of analysis, and creativity. References must be included. These papers are due in week 6 and week 9.
- **Group Project (30%):** You will be required to analyze a real health organization using the concepts studied in this course. This project is to be done in teams, not only as observers, but also as if you were the consultants, owners, or top managers of the organization and were empowered to re-design, re-engineer, or re-service the organization. Be critical, sharp, and creative in your data collection, analysis and solutions. You will be presenting your report to various members of the organization (orally and as a written document), including giving a 20 minute in-class presentation. A sample framework for the report will be provided. Teams are encouraged to be creative in their use/application of the concepts, and in particular their presentations. This project is due in week 12. [Note: The purpose of group work is to enhance your skill in working collaboratively. When a group-based assignment forms part of your evaluation for a grade, all members of the group will receive the same grade. Any exception to this policy, such as adjustments for relative contribution, will be specified in writing prior to the grading of the assignment.]

## **ATTENDANCE AND LEAVES**

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Students are expected to attend all classes in which they are enrolled. Attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course.

As your participation and skills as a Discussion Group Leader form part of your evaluation and overall grade for this course, your attendance is required. Students with unexcused absences from more than two (2) class sessions will be penalized as follows: receive a grade of zero for in-class participation.

## **GRADING SYSTEM**

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Students must complete all assignments, including full participation in classroom discussion, activities, and group work. The grading system is consistent with that established in the Faculty of Health Sciences, effective May 1, 2002.

<b>Letter Grade</b>	<b>GPA</b>	<b>Percent</b>	<b>Letter Grade</b>	<b>GPA</b>	<b>Percent</b>
<b>A+</b>	4.0	95-100%	<b>C+</b>	2.3	71-74.9%
<b>A</b>	4.0	91-94.9%	<b>C</b>	2.0	67-70.9%
<b>A-</b>	3.7	87-90.9%	<b>C-</b>	1.7	63-66.9%
<b>B+</b>	3.3	83-86.9%	<b>D+</b>	1.3	59-62.9%
<b>B</b>	3.0	79-82.9%	<b>D</b>	1.0	55-58.9%
<b>B-</b>	2.7	75-78.9%	<b>F</b>	0	0-54.9%

## **LATE PAPERS AND ASSIGNMENTS**

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All papers and assignments must be submitted either digitally or by hard copy by the beginning of class on the specified due date. An extension will be considered at the discretion of the instructor and must be arranged with the instructor at least 48 hours in advance of the due date. A late (date and/or time) paper or assignment will be assessed a five percent (5%) decrement for each day it is late, including holidays and weekends. All papers will be initially graded according to the assignment's original marking guideline, and then the mark will be reduced by 5 percentage points per day. Refer to the University of Lethbridge 2012/2013 Calendar, Part 4 (Academic Regulations, Policies and Program Requirements) for further information.

## **GENERAL GUIDELINES FOR ASSIGNMENTS**

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All assignments submitted for evaluation are to be the original work of the student. Using the work of others without appropriate recognition (citation) constitutes the academic offence of plagiarism. Refer to the University of Lethbridge 2012/2013 Calendar, Part 4 (Academic Regulations, Policies and Program Requirements) for further information.

Academic papers, in accordance with APA (2009) guidelines, should be typewritten and include a title page, reference list, and appendices (if needed). All papers and assignments must be submitted digitally or by hard copy at the beginning of class on the specified due date. Students that submit their assignment by hard copy may be asked to also submit electronically. Papers should be double spaced, on unlined paper, with a minimum of one inch (2.54 cm) margins all around. APA guidelines will be utilized in marking and it is strongly recommended that you familiarize yourself with this reference style (particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources). To enhance objectivity in marking, include only your student identification number(s) on the title page. Please submit a title on all work in accordance with APA guidelines. Familiarize yourself with the marking criteria for each assignment, which will be provided in-class.

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use English dictionaries and/or to take advantage of university resources set up to assist students with writing papers or completing projects.

## **ACADEMIC INTEGRITY**

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As a program that helps to create leaders in the field of health management, the Faculty of Health Sciences has an obligation to ensure academic integrity is of the highest standards. All cases of cheating or plagiarism, and any variations thereof, will be immediately referred to the Associate Dean. Students who participate in any form of cheating and/or plagiarism may be required to withdraw from the Faculty of Health Sciences.

Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by the Faculty. Acts of academic dishonesty include, but are not limited to, the following:

- Using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- Duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- Copying the answers of another student in any test, examination, or take-home assignment.
- Providing answers to another student in any test, examination, or take-home assignment.
- Taking any unauthorized materials into an examination or term test (crib notes).
- Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- Stealing or mutilating library materials.
- Accessing tests prior to the time and date of the sitting.
- Changing name or answer(s) on a test after that test has been graded and returned.
- Submitting the same paper or portions thereof for more than one assignment, without discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

## **PLAGIARISM STATEMENT**

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The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## **THE LEARNING ENVIRONMENT**

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Your time is valuable. You are encouraged to maximize your time by contributing to a positive classroom environment that supports your learning and that of your peers. To foster this positive learning environment, please:

- Turn off your cell phone or set it to vibrate.
- Do not take calls or send/receive text messages during class.
- Arrive to class on time and remain in class until completed; return from breaks on time.
- Stay on task to maximize your opportunities for learning.
- If you miss a class, you are responsible for the materials covered, announcements, or materials distributed.
- Demonstrate courtesy to your peers by limiting cross-talking during class. Listen fully to your peers and avoid interrupting when they are speaking.
- Please do not check e-mails, watch movies, or access social networking sites during class,

## **ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY**

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Reasonable accommodations are available for students with a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counseling Services/ Students with Disabilities Resource Centre at 403-329-2766 (<http://www.uleth.ca/ross/counselling/index.html>) to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of any evaluation date. The instructor and student are jointly responsible for arranging the resources necessary for the evaluation process.

## **IMPORTANT DATES**

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- September 5, 2012 First day of classes for the Fall 2012 semester
- September 11, 2012 Last day for course add/drop for the Fall 2012 semester
- October 8, 2012 Statutory Holiday, University offices closed
- October 22, 2012 Last day for withdrawal from individual courses
- November 12, 2012 Statutory Holiday, University offices closed
- December 7, 2012 Last day of classes for the Fall 2012 semester
- December 10, 2012 Fall semester final examinations begin
- December 18, 2012 Fall semester final examinations end
- December 24 to 31, 2012 Holidays, University offices closed