

PADM 561 Strategic Management of HealthCare Systems

Fall semester, 2016

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Course Description

This course will examine many of the critical issues currently facing health care managers and policy makers. Key areas of discussion for this course will be: a) innovation and knowledge management, b) organizational culture and change management, c) strategy, d) inter-organizational relationships, e) social determinants of population health, f) leadership and organizational culture, and g) health care reform. Most of the material covered is drawn from recent journal articles in health policy, medicine, public health, and management. The course will involve lectures, readings, student presentations, and discussion.

Course Objectives

By the end of this course, the successful student will be able to:

1. appropriately and effectively apply management theory and organizational analysis to various public and nonprofit health care system settings
2. demonstrate knowledge of organizational behavior and major organization theories relevant to health administration
3. demonstrate knowledge of strategic planning and strategic management
4. demonstrate knowledge of innovation and organizational learning
5. demonstrate the ability to identify organizational challenges in the changing healthcare market and regulatory environment and generate solutions based on sound analysis.
6. develop analytic and writing skills to express oneself effectively in major organization theories in health care.
7. Work effectively in a group
8. Understand the complex health system changes that result from the ongoing implementation of the Affordable Care Act and use proper leadership skills to lead change.
- 9.

Assignments and Grading

There are several mechanisms for determining student performance. First, you will be required to write 2 short papers (2-3 pages, double spaced using 12 pitch type and one-

inch margins). These papers will be short “think pieces,” pulling together the main ideas put forth by the authors of the readings assigned for that week’s session and developing your own insights and commentary. In the papers, you must explicitly draw on and reference most, but not necessarily all the readings assigned for that session (you do have to read everything, however). I have placed asterisks in front of the readings I definitely want you to refer to in your papers – the others are up to you, but you must refer to at least one of them if two or more have no asterisks. The papers are not supposed to be a mere summary of the readings. Your grade will be based on your capacity to integrate the ideas of others and to put forth your own thinking on the general topic for that week. **One way to do that is to briefly summarize a point expressed in an article or articles and state “I do not agree with the authors’ point because…” or “There are things that the article fails to account for. For example, …”** Since the papers are so short, you will need to be sure your words are carefully chosen and edited. I do not need to see a list of references/bibliography, but you will need to cite each author(s) you refer to in the text of your paper using the last name of the author(s) and date published. Where there are more than two authors for a particular reading, cite the reading as follows: (Provan et al., 1995).

There will be 3 sessions for which a short paper can be turned in (noted on the schedule of assignments). You must turn in 2 of these papers, and the paper will be due on the class session covering that topic area. You can choose which 2 out of 3 sessions you want to write about. If you turn in more than 2 papers, I will count only the 2 papers with the highest grades.

The second assignment will be UNM reading discussion postings. This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by 1-2 of the assigned readings for **4 of the 6 weeks a reflection is assigned** (see weekly assignments in the syllabus for dates and topics). You should give careful attention to all of the readings, but this assignment only requires you to address 1-2 readings. **DO NOT USE newspaper articles as your seed reading, only use Academic Journal articles. Reflect on major themes of the readings, note points that you do not understand, and consider what the reading means for New Mexico health care managers and/or policymakers.** Post your reflection to the corresponding UNM Learn discussion string by midnight the Wednesday before the class meeting for which it was assigned. Reflection posts will earn full credit, no credit or partial credit depending upon the extent to which requirements are met. You are encouraged but not required to further online discussion by commenting upon your colleague’s postings.

The third assignment will be a team research presentation (powerpoint, 10-20 minutes). You will partner with another student in working on this presentation. You will conduct research in your choice of a specific area of health policy and management (which should be supplementary to the weekly themes of the class) and present your research to the class. The research presentation should include, but not limited to: the problem/situation, your recommendations, analysis that show support for your recommendation, other options not recommended and why not, and costs/risks associated with your recommendations. At least 8 outside refereed journal articles should be cited in the presentation. You are required to send your presentation slides to the instructor for feedback and approval at least two days in advance of the day of your presentation.

Final Paper

All students will be expected to keep up-to-date with the reading assignments as indicated on the course outline. Students will be expected to draw explicitly on the readings and lecture material for the research paper.

Soon after the course begins, you will decide whether you want to work alone in this paper project or work with another student on the project.

Research project

The purpose of this assignment is to strengthen connections between MHA students , scholarly research and the professional practice of health administration and/or policy making. This assignment requires you to investigate strategic, innovation, change, knowledge, or network management and more deeply through analysis of relevant scholarly research and application to a real-life healthcare organization, including hospitals, insurance companies, IHS, managed care, and state department of health. You are encouraged to consult with the instructor about the development and execution of your project during his office hours.

There are several steps to this project:

1. A one-page proposal describing your topic, target organization, and timeline for the project is due on **Sep 15th** meeting for the instructor's review and approval (single-spaced, 12 point Times New Roman font and 1" margins). This is a credit/no credit assignment that will factor into participation on the date it is due.
2. Conduct an investigation into recent scholarly writings and research on strategic, innovation, knowledge, or partnership management.
 - a. You should focus on articles from scholarly journals in public, nonprofit and healthcare management that were published between 2006 and 2016. The instructor will provide a list of appropriate journals for your investigation. You

may also use books or book chapters – check with the instructor for approval of these materials.

c. You will base your paper on 6-8 readings (outside those assigned for the course) that directly inform the topic you are examining for this paper.

Note that you will survey quite a few more papers/abstracts before narrowing down your list to the 6-8 that are most relevant to your subject of investigation.

d. you will draw from these readings to guide your design of the interview questions. Your main questions should be open-ended. **Please turn in a copy of your interview questions for instructor approval and feedback on October 6th.**

3. Request an interview with a leader of a public or nonprofit health service/policy organization that you are interested in and can provide you with real-life insights on strategy and network management.

a. Complete this step by **Oct 13th** of the course.

b. Explain that you are a graduate student studying health or public administration at UNM and are trying to learn more about strategic management of healthcare systems.

. Request about one hour of their time to learn more about the issue.

c. Explain the purpose of the interview and how the information will be used (e.g. for the MHA capstone class final paper).

d. Offer to share your analysis with the leader.

e. Tip: You may want to select an organization that you would consider as a future employer

g. Be professional throughout the course of arranging, conducting and following up on the interview. You are representing yourself, MHA, SPA and UNM throughout this project. Be on time and prepared for the interview. Make yourself and the university proud.

4. Conduct an interview with a leader that consents

a. Gather as much information about the organization as possible before the interview, including information about its mission, history, size, structure, strategic plan, relationships to other organizations, and other potentially relevant

data. Read any recent reports or news articles that you can find. Fill in any blanks during the interview.

b. Use the literature that you have studied to guide the questions you ask in the interview. Ask questions like,

Does strategy affect partnership or innovation management in your organization? How?

How do you manage your relationships with other organizations in innovation races/competition?

Who are your major competitors? Which organization do you consider to be good partners/friends? How does that work?

Do you see changes in your strategy and/or relationships with other organizations (formation of new relationships, strengthening, weakening or exit of existing relationships) in the past 12 months ? How did that happen?

Ask for examples of how things work relevant to your topic.

c. Ask the leader to identify a challenge the organization is facing related to strategic management, e.g., network/innovation/knowledge management, leadership succession, market or regulatory uncertainty, competition. How is the organization handling it? Is it working? Why or why not? If the leader cannot identify a current challenge, ask them to discuss a challenge faced in the past related to your topic. Or, why they don't think they have faced any challenges on your topic.

d. At the end, ask them what else is relevant to understanding your topic that you have not asked them about or that they feel is important.

e. If you are a team of two, you should go together for the interview and take turns in asking questions and taking notes. It is generally a good idea for you to share your interview questions in advance of the actual interview so that your interviewees will have time to reflect upon the topics you want to cover. If you have a digital voice recorder or a cellular phone with voice recording functions, ask for permission to record. Transcribing the interview will be very helpful for subsequent analysis of the data.

5. Write the research paper

a. Papers should be 10-12 pages in length, excluding title page, bibliography, and contact information. Papers should be double-spaced and in 12 point Times New Roman font with 1" margins. Employ proper references relevant to the words and ideas of others reported in your paper using APA style.

b. Papers should include the following sections (number of pages included for guidance on proportion of writing to devote to each topic in the paper):

i. Title page

ii. Introduction (approximately 1 to 1 ½ pages)

1. What is your topic ?

2. What is the context for your study (organization)?

3. Why is your topic important, especially for healthcare managers?

iii. Theoretical discussion of topic (often called a literature review, 2-3 pages)

1. Conduct an analytical review of these readings in an easily accessible narrative with proper citation

2. What do the authors suggest is important about your topic, including important factors affecting it?

3. What are the causal relationships they identify?

4. Are there conflicting findings?

5. Is there anything you think is important that is not covered by these studies?

6. Tip: Keep this section focused on your specific topic

iv. Methods (1 page)

1. This is a single case study of your topic in the context of "x" organization based on an interview with....

2. Describe the organizational context, including mission, history and any relevant organizational characteristics.

3. Introduce the leader you interviewed.

4. Note the limitations of your study. It is a small study, so we can learn some things from it, but what we learn will not apply to all organizations. Acknowledge this.

v. Findings (2-3 pages)

1. This is where you report on what you learned from the interview and any documents you analyzed
2. This section is strictly to report on the information you collected relevant to your topic of investigation, not to interpret or judge that information. **You are required to use some direct quotation from the leader you interviewed.**

vi. Discussion and conclusion (approximately 3 pages)

1. Discuss how the research you consulted helps you to understand strategy and network management in the context of the organization you studied. How does it help to explain what is going on in the case? If the literature is contradictory to or missing something you discovered in the case, write about that and why you think it is so.
2. Comment on the usefulness of the theoretical concepts identified in the literature. How useful or valuable were they based on your experience trying to apply them to the organization you studied?
3. Based on your research on the topic, what recommendations can you make for handling the challenge identified by the leader?
4. What can you conclude for healthcare management based on what you learned in this project?
 - a. Your conclusions will be limited because your study is based on one interview and organization, but you should be able to say something about its meaning.

vii. Bibliography in APA style

viii. Complete contact information for the individual interviewed, including their name, position, organization, mailing and email addresses, and phone number

c. Proofread your paper. Have a colleague from the MHA program or friends proofread your paper and offer feedback. Double-check to make sure that you have met all of the requirements and followed all of the guidelines for the paper. In addition to the content of the paper (following the guidelines above), clear writing and proper citation will be considered in evaluation of the assignment.

6. **Printed papers are due on Dec 1st by 5 p.m.** in my office.

leading healthcare journals, such as Health Affair, The New England Journal of Medicine, Lancet, American Journal of Public Health, Social Science and Medicine, Journal of the American Medical Association, and Health Care Management Review). You may also select one reading from a practitioner-oriented journal (Harvard Business Review, the McKinsey Quarterly, It is important that you do not simply speculate about the future, but instead, ground your thinking in what you have learned from the course.

Participation of students in class discussions is strongly encouraged, and will count toward 15% of the final grade. Thoughtful comments based on the readings assigned for that day are especially welcome. Since so much of the course is based on the lectures and discussion, all students are expected to attend class regularly. Attendance will be taken and the final course grade will be lowered in proportion to classes missed (2 points off your participation grade per missed class, starting with the second missed class).

Grading Summary

1. Short “think piece” papers (2 papers at 10% each)	20%
2. UNM Learn discussion posting (4 posting, 5% each)	20%
3. Final research paper	30%
4. Team Research presentation	15%
5. Class participation	<u>15%</u>
	100%

All main campus students should turn in hard copies of their course assignments in class. Zoom students will turn in electronic copies of their course assignments before class through UNM Learn internal messaging.

I will assign grades for points earned during the class according to the following scale:

A+ 97 and above A 93-96 A- 90-92

B+ 87-89, B 83-86, B- 80-82

C+ 77-79, C 73-76, C- 70-72

D+ 67-69, D 63-66, D- 60-62

F 59 points and below

* Your class participation grade will be based on my opinion of the quality and quantity of your participation in class discussions concerning the lecture material, the readings, and online(when I set up the discussion questions on UNM Learn). Attendance obviously matters in this regard (if you aren't here, you certainly can't participate), but mere attendance does not substitute for lack of participation in discussions.

Aug 25 **Course Introduction**

Sep 1 **Overview of US Health System**

1. Annas, G.J. 2012. Doctors, patients, and lawyers—two centuries of health law. The New England Journal of Medicine. 367(5): 445-450.
2. Blumenthal, D. and Collins, S. 2014. Health care coverage under the Affordable Care Act. The New England Journal of Medicine. 371(3): 275-281.
3. Fuchs, V.R. 2012. Major trends in the U.S. health economy since 1950. The New England Journal of Medicine. March 15 366(11), 973-977.
4. Mechanic, D. 2014. More people than ever before are receiving behavioral health care in the US, but gaps and challenges remain. *Health Affairs*, 33(8): 1416-1424.
5. Jones, D.S. et al. 2012. The burden of disease and the changing role of medicine. The New England Journal of Medicine. June 21 366(25), 2333-2338. The New England Journal of Medicine. 372(26): 2558-2563.
6. Ruger, J. P. et al. 2015. The elusive right to health care under U.S. Law. The New England Journal of Medicine.

9/8 Health Reform.

1. Armour, S. 2015. States eye health exchange option. The Wall Street Journal, June 26.
2. Addicott, R. & Shortell, S.M. 2014. How “accountable” are accountable care organizations? Health Care Management Review, advance access.
3. Antos, J. R. 2014. Health care reform after the ACA. The New England Journal of Medicine, 370(24): 2259-2261.
4. Blumenthal, D. et al. 2015. The Affordable Care Act at 5 Years. The New England Journal of Medicine. 372(25): 2451-2458.
5. Bravin, J. And Radnofsky, L. 2015. Supreme Court upholds Obama’s health-law subsidies. The Wall Street Journal, June 25.
6. Jennings, C.C. & Hayes, K.J. 2010. Health insurance reform and the tensions of Federalism. The New England Journal of Medicine, 362(24), 2244-2246.
7. Klein, D.B., Laugesen, M.J., & Liu, N. 2013. The patient-centered medical home: a future standard for American health care? Public Administration Review, 73(S1): S82-S92.
8. Rivlin, A M. 2013. Health reform: What next? Public Administration Review, 73(S1): S15-S20.

UNM Learn Discussion Posting due

09/15 Social Determinants of Population Health

1. Casselman, B. 2012. Neighborhoods confer health, but not wealth. The Wall Street Journal. Sep 20.
2. * Epstein, H. 2003. Ghetto miasma: Enough to make you sick? The New York Times, Oct 12.
3. *Guorais, E. 2010. Networked. Harvard Magazine. May/June, 44-50.
4. * Lustig, R.H. et al. 2012. The toxic truth about sugar. Nature, Feb 2, 482, 27-29.
5. * Jianhui Hu, et al. 2014. Socioeconomic status and readmissions: evidence from an urban teaching hospital. Health Affairs, 33(5): 778-785.
6. *Mechanic D. & Tanner, J. 2007. Vulnerable people, groups and populations: Societal view. Health Affairs, (Sep/Oct) 26(5), 1220-1230.

7. *Lantz, P. M. Lichtenstein, R.L. & Pollack, H.A. 2007. Health policy approaches to population health: The limits of medicalization. Health Affairs, (Sep/Oct) 26(5), 1253-1257
8. Video: Unnatural Causes: In Sickness and In Wealth. California Newsreel. 2008. HBO and Institute of Medicine: The weight of the nation: Challenges. 2012. **Short paper due.**

9/22 Costs and Value

1. *Institute of Medicine. 2014. Dying in America: Improving quality and honoring individual preferences near the end of life.
2. *Bohmer, R.M. 2010. Fixing health care on the frontlines. Harvard Business Review. April, 63-69.
3. Dartmouth Atlas of Healthcare (www.dartmouthatlas.org). Explore Key Issues on the website (<http://www.dartmouthatlas.org/keyissues/>) .
4. Institute of Medicine, 2012. Better care at lower cost: the path to continuously learning health care in America.
5. TBA.
6. *Morden, N.E. et al. 2012. End-of-life care for Medicare beneficiaries with cancer is highly intensive overall and varies widely. Health Affairs, 31(4), 786-796.
7. * TBA.
8. *Porter ME. 2010. What is value in health care. New England Journal of Medicine, 363:2477-81.

UNM Learn Discussion Posting due

9/29 Innovation and Knowledge Management

1. *Edmondson, A. 2013. Teaming to innovate. UNM Library electronic book.
1. * Bohmer, R.M. 2010. Fixing health care on the front lines. Harvard Business Review, April, 63-69.
2. Huang, K. and Desai U. 2016. Organizational Learning and Network Changes in knowledge intensive healthcare. Manuscript under review.
3. * Guterman, S. et al. 2010. Innovation in Medicare and Medicaid will be central to health reform's success. Health Affairs, 29(6), 1188-1193.
9. * Onie, R. et al. 2012. Realigning health with care: lessons in delivering more with less. Stanford Social Innovation Review. Summer, 28-35.
4. *Ingrid, M.N. 2012. All teach, all learn, all improve? The role of interorganizational learning in quality improvement collaboratives. Health Care Management Review.
5. * Abzug, R. and Sabrin, M. 2011. Social justice through health care financing: the birth and signaling of a new nonprofit field. Nonprofit and Voluntary Sector Quarterly, 40(2), 377-388.
6. Crossan, Mary M., Henry W. Lane, and Roderick E. White. 1999. An organizational learning framework: From intuition to institution. Academy of Management Review 24(3): 522-537.

7. Guzman, et al. 2015. How best practices are copied, transferred, or translated between health care facilities: A conceptual framework. *Health Care Management Review*: (40)3:193–202

Guest speaker: TBA.

UNM Learn Discussion Posting due

10/06 Strategic Management and Governance.

1. Baicker, K. and Levy, H. 2013. Coordination versus competition in health care reform. The New England Journal of Medicine.
1. * Hambrick, D.C. 2003. On the staying power of defenders, analyzers, and prospectors. Academy of Management Executive, 17(4): 115-118.
2. *Berenson, R., Ginsburg, P.B. & May, J.H. 2007. Hospital-physician relations: cooperation, competition, or separation? Health Affairs, (Jan/Feb) 26(1), w31-w43.
3. * Buescher, B. & Viguierie P. 2014. How US Healthcare companies can thrive amid disruption. The McKinsey Quarterly, June.
4. * TBA.
5. *Mathews, A. W. & Miller, J. W. 2012. Healthcare rivals battle for patients in Pittsburgh. The Wall Street Journal, March, 27. A1.
6. * TBA.
7. Shay, P.D. et al. 2014. Differentiated, integrated and overlooked: Hospital-based clusters. Chapter 8. In Farnsworth Mick, S.S. and Shany, P.D. Advances in Health Care Organization Theory, pp.179-204. Jossey-Bass.

UNM Learn Discussion Posting due

10/13. No class (fall break)

10/20 Quality Improvement and Assessment

1. *Beck, M. 2015. Debate heightens over measuring health care quality. The Wall Street Journal, Jan 30.
2. *Institute of Medicine. 2013. Delivering high quality cancer care: charting a new course for a system in crisis.
3. * Grady, D. 2011. Study of breast biopsies finds surgery used too extensively. The New York Times, Feb 18.
4. * Ingrid, M. N. et al. 2015. Breaking the silence: determinants of voice for quality improvement in hospitals. *Health Care management Review*, 40(3): 225-236.
5. Naik, G. 2006. A hospital races to learn lessons of Ferrari pit stop. The Wall Street Journal. Nov 14, Page A1.
6. * Ong, M and Mandl, K. D. 2015. National expenditures for false-positive mammograms and breast cancer overdiagnoses estimated at \$4 billion a year. Health Affairs, 34(4): 576-583.
7. * Edmondson, Amy. C. 2004. Learning from failure in healthcare: frequent opportunities, pervasive barriers. *Quality and Safety in Health Care* 2004;13;3-9.

8. *Timmermans, S. & Mauck, A. 2005. The promises and pitfalls of evidence-based medicine. Health Affairs, 24(1):18-28.
Guest speaker: TBA.

Short paper due.

10/27 Competition

1. * TBA.

11/3 Leadership

1. Ibarra, H. & Hunter, M. 2007. How leaders create and use networks. Harvard Business Review, Jan, 40-47.
2. Zaieznik, A. Jan 2004. Leaders and managers: Are they different? Harvard Business Review.
3. Ordonez, L D. et al. 2009. The systematic side effects of overprescribing goal setting. Academy of Management Perspectives, Feb, 6-16.
4. Schmid, H. 2006. Leadership styles and leadership change in human and community service organizations. Nonprofit Management & Leadership, 17(2), 179-194.
5. TBA.
6. Video: HBO and IOM: The weight of the nation: Children in Crisis.

Short paper due.

11/10 **No class, individual one-on-one meetings to go over your paper project**

11/17 Network Management

1. Hughes, M., & Goldenhar, D. 2012. Networking a city. Stanford Social Innovation Review, 103: 66-71.
2. McCannon CJ, Perla RJ. 2009. Learning networks for sustainable, large-scale improvement. *Joint Commission Journal on Quality and Patient Safety*. 35(5):286-291. Borgatti, et al. 2009. Network analysis in the social sciences. Science. 323:892-895.
3. Provan, K. G. And Lemaire, R. H. 2012. Core concepts and key ideas for understanding public sector organizational networks. Public Administration Review, 72(5): 638-648.
4. Rao, Hayagreeva, and Robert Sutton. 2008. The Ergonomics of Innovation. McKinsey Quarterly 2008(4): 131-41.
5. TBA.

UNM Learn Discussion Posting due

11/24 No class (Happy Thanksgiving !)

12/1 Final paper on Future due by 5pm in my office (for main campus students) and on UNM Learn (for distance site students).

All readings listed above are required and should be prepared for discussion on the date indicated. All the readings, including cases, will be available on-line through the university's UNM Learn. You should be able to access UNM Learn to download readings and syllabus now.

Non-Discrimination and Services for Students with Disabilities

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Accessibility Services at (505) 277-3506.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Academic Honesty and Conduct

I will follow University of New Mexico policy for academic misconduct. Both intentional and unintentional plagiarism is prohibited. University policy states that each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments as well as claiming credit for work not done or done by others. When a violation of the regulation occurs in connection with a course, the faculty member is authorized to take whatever action is deemed appropriate, but no penalty in excess of an "F" in the course and the involuntary withdrawal of the student from the class may be imposed. Whenever this penalty is imposed; the instructor may report the case in full detail in writing to the Dean of Students, who may impose additional sanctions or refer the matter to the Student Conduct Committee for a determination of whether additional sanctions are warranted.