DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY
Course Syllabus
EMHA 703 – Management of Healthcare Systems and Organizations

Course Information:
This course provides executive students instruction, dialogue, debates, and analyses of the vital components necessary to lead individuals, teams, and organizations in today's healthcare environment. It will provide the student with the tools needed to assess his/her individual personality tendencies and to recognize others' motivations with the desired effect to improve the healthcare organization's performance. The course will expand the student's understanding of the thought and work processes needed to align organizational improvements to the collective organizational good. Students are expected to exhibit a technical knowledge where organizational theory is evaluated and healthcare policy issues are executed. Emphasis is placed on using past education and experience combined with new knowledge to process information on how to effectively improve organizational performance.

EMHA Objectives:
A4. Health care Human Resources (Define and assess clinical and nonclinical roles and practice; related to human resources management in health care).
B1. Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups of all sizes).
B2. Work effectively in a culturally diverse environment.
B3. Demonstrated networks within healthcare to provide ongoing thought leadership and career growth
C3. Participate in and lead team activities that demonstrate collaborative group effort and effective group processes, including the ability to hold team members accountable individually and collectively.
C4. Assess individual/peer strengths and weaknesses and performance (evaluate course/project performance, personal and professional values; participate in continuing education and lifelong learning and encourage your team accordingly).
C5. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations, and demonstrate an ability to successfully cope with diverse populations and in uncertain environments.
C6. Planning and Implementing Change
C7. Ability to assess needs of communities and have a visionary perspective for your own organization
D2. Organizational Dynamics and Governance (Apply organizational theory and behavior to develop, assess, design or redesign health care organizations)

D3. Problem-solving and Decision-making (Formulate questions and apply models to address issues and problems
D4. Time Management (Ability to balance multiple tasks and responsibilities; set and meet deadlines and effectively multi-task with simultaneous projects)
D6. Strategic Planning (Ability to perform environmental analysis; discern competitive strategy; formulate business strategy based on evidence; course correct in a timely way as needs dictate)
D8. Risk Management (Assessment of risk exposure; apply methods to ensure patient, visitor and staff safety; timely resolution of ethical and legal issues)

Course Objectives:
Upon completion of the course, it is expected that students will be able to:
- Explain how past and current policies, and an organization's culture, influences an organization's decision making.
- Analyze today's healthcare environment and trends in the context of historical health care policies and trends (especially financial and quality policy changes and incentives) as it applies to the Triple Aim.
- Apply knowledge gained and your experience to evaluate the important aspects of the Triple Aim, its opportunities and challenges for healthcare organizations.
- Articulate the need to respond quickly to policy changes and how successful organizations are positioned to do so.
- Comprehend major organizational leadership perspectives and how they apply to healthcare professionals.
- Understand individual personality traits and behaviors, how groups and teams in healthcare function, and how to collaborate among diverse healthcare professionals and groups.
- Understand the vital importance of organizational alignment and how to achieve it throughout the organization.
- Connect performance improvement tools and applications and explain their importance in today's continuous improvement environment.
- Communicate as an executive, to lead your organization's workforce with the goal to meet your organization's goals.
- Learn how to present important topics to decision makers and to obtain your desired impact each time.

Required Readings and Personal Assessment:
- EBook: Lencioni, Patrick (2002) *The Five Dysfunctions of a Team*. Jossey-Bass.
  - https://ebookcentral-proquest-com.ezproxy.library.unlv.edu/lib/unlv/detail.action?docID=832248

- Personality Type Assessment. Based on MyersBriggs Type Indicator (MBTI)
  - http://www.personalitypathways.com/personality-type/personality-type-test/

Recommended Readings (Not required for class but these should be in your personal/professional library)**:**

- Lencioni, Patrick (2002) *The Five Dysfunctions of a Team*. Jossey-Bass
- Lencioni, Patrick (2004) *Death by Meeting*. Jossey-Bass
- Johnson, Spencer and Blanchard, Kenneth (2009) *Who Moved My Cheese?* Penguin Random House
- Covey, Steven (1989) *The 7 Habits of Highly Effective People*. Simon & Schuster
- Studer, Quint (2003) *Hardwiring Excellence*, Fire Starter Publishing
- Sinek, Simon (2009) *Start with Why,* Penguin Book

Grading Scale:

92 - 100	A
90 - 91	A-
80 - 89	B
70 - 79	C
< 70	F

Grading Components:
See Class Schedule for due assignment due dates

Item	# of Assignments	Points	Total Points
Organizational Alignment Case Study	2	15	30
Current Trends in Healthcare Paper	1	30	30
Discussion Boards - One per week	6	20	120
Performance Improvement Paper	1	30	30
Decision Presentation	1	40	40
			250

Instructions for assignments will be provided in WebCampus. An overview of each is provided below or is listed in your Assignment Detail Pages.

Organizational Alignment Case Study:
See Assignment Detail Pages

Current Trends in Healthcare Paper:
See Assignment Detail Pages

Discussion Boards:
Discussion Boards will be based on a variety of current healthcare topics, introduced by a variety of media; to include online content, articles by today's top thought leaders, and other relevant information toward the course objectives. Students are required to post an

initial response online per instruction; and students are to comment with data and/or researched backed agreements, disagreements, or building upon a current discussion to the next level. All agreements or criticism will be constructive, requiring documented support for the students' agreement or dissent. The evaluation will significantly depend on the students' ability to take a stand and back it up with research and/or expertise.

Performance Improvement Paper/Standardization Point Paper: See "EMHA 703 Assignment" document. Point Paper example(s) will be provided by the instructor on WebCampus.

Decision Presentation:
See "EMHA 703 Assignment" document
The Decision Presentation will require a prescriptive format provided by the instructor.

EMHA 703 Course Schedule

Week of	Topics & Assignments	Readings
Module 1	**How You Lead Leaders**	**See Assignment and Rubric documents for details.**
WEEK 1 Start date 5/1/17	**Course Introduction and** **Interpersonal Communication and Organizational Dynamics in Healthcare**	☐ Text: The 5 Dysfunctions of a Team (first ½ of book) • The five dysfunctions of a team [electronic resource] an illustrated leadership fable by Kensuke Okabayashi https://ebookcentral-proquest-com.ezproxy.library.unlv.edu/lib/un Videos: • Instructor Class Introduction • Headlee, Celeste (May 2015) TEDxCreativeCoast. *10 ways to have a better conversation.* • Disruptive behavior by a physician; The Canadian Medical Protective Association (CMPA) https://www.youtube.com/watch?v=NRX534JoIUY&feature=em-share_video_user
5/3/17	***Personality Type Assessment*** *(based on MBTI)*	☐ Resources: http://www.personalitypathways.com/personality-type/personality-type-test/
5/4/17	***DB Post***	☐ Initial post to DB #1&2
5/7/17	***DB Reply***	☐ Respond to peer on their DB post #1& 2
Module 2	**Organizational Alignment**	**See Assignment and Rubric document for details**
WEEK 2 5/8/17	**The Vital Importance of Organizational Alignment; and Influencing Others**	☐ Text: The 5 Dysfunctions of a Team (complete text) ☐ Resources: • Frontiera, Joe. (January 2011) *The Underperforming Department: Three Questions to Improve Team Dynamics.* The Western PA Healthcare News Team • Case Study Reference: A good case study summary reference can be found at: http://education.seattlepi.com/write-case-study-apa-style-1115.html Video: • Sinek, Simon (2010) *How Great Leaders Inspire Action,* TEDtalks
5/11/17	***DB Post***	☐ Initial post to DB
5/14/17	***DB Reply***	☐ Respond to peer on their DB post
5/14/17	***Organizational Alignment Case Studies Due***	See EMHA 703 Assignments You must complete both

Module 3	Opportunities and Challenges of The Triple Aim	See Assignment and Rubric Documents for Details
WEEK 3 5/15/17	**Today's Healthcare Environment and The Triple Aim**	☐ Text: The 5 Dysfunctions of a team ☐ Resources: • Berwick, Donald, et. al. (2008) *The Triple Aim: Care, Health, and Cost.* HEALTH AFFAIRS. Volume 27, Number 3. • Holder, Diane. (2015) *The (Fairly Straightforward) Business Case for Health.* Frontiers of Health Services Management • CMS Star Rating System. Review various on-line resources; including, at minimum, CMS's site https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/CertificationandComplianc/FSQRS.html and, at minimum, one site that challenges the rating system. • The Joint Commission 2017 National Patient Safety Goals https://www.jointcommission.org/standards_information/npsgs.aspx Videos: • Multiple videos exist on the Triple Aim. Research as needed to support your paper.
5/18/17	*DB Post*	☐ Initial post to DB
5/21/17	*DB Reply*	☐ Respond to peer on their DB post
5/21/17	*Current Trends in Healthcare Paper Due*	See EMHA 703 Assignments
Module 4	Continuous Improvement in Healthcare	See Assignment and Rubric Documents for Details
WEEK 4 5/22/17	**Improving Organizational Performance**	☐ Text: The 5 Dysfunctions of a Team ☐ Resources: • Longenecker, et al, (March/April 2014) *Why Hospital Improvement Efforts Fail: A View From the Front Line.* Journal of Healthcare Management • Research on your own at least 3 Process Improvement methods used in healthcare • Chassin, Mark, and Loab, Jerod 2013 (*High Reliability Health Care: Getting There from Here,* The Joint Commission https://www.jointcommission.org/assets/1/6/Chassin_and_Loeb_0913_final.pdf • See instructor's template for writing a point paper Videos:

		• Larsson, Stephan (October 2013) at TED@BCG Singapore Filmed October 2013. *What doctors can learn from each other*
5/25/17	*DB Post*	☐ Initial post to DB
5/28/17	*DB Reply*	☐ Respond to peer on their DB post
5/28/17	*Point Paper/Executive Summary*	See EMHA 703 Assignments
Module 5	**Influencing Decision Makers**	**See Assignment and Rubric documents for details.**
WEEK 5 5/29/17	**Managing Change and Influencing Decision Makers: A Healthcare Leader's Role**	☐ Text: The 5 Dysfunctions of a Team ☐ Resources: • Your Presentation Can Win the Day; Or Not. Instructor's guide to giving a presentation. PPT. • Hemerling, Jim; TED Talk on change • http://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change
5/30/17	*DB Post*	☐ Initial post to DB
5/31/17	*Decision Presentation Due*	See EMHA 703 Assignments
6/2/17	*DB Reply*	☐ Respond to peer on their DB post
6/2/17	*Presentation Review and Feedback Due*	☐ Link in "Assignments" tab on WebCampus

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up

missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.