

Summer 2019

HMGT 601

*Operations Management for
Accountability*

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Course Description

Health care organizations are undergoing transformational changes in organization, structure and care delivery models. The fundamentals of organizations in providing access, quality and managing cost still maintain as core principles of care delivery. Market forces, however, are driving the pace and need for improved efficiencies, reduction of waste, and better cost management while improving patient outcomes.

In this course, we will learn about current regulatory changes and subsequent changes to quality, cost, and access. These include concepts of operational efficiency, integrated delivery systems, population health management, fiscal management and process improvement. We will explore how expanded accountability propels operations management into effectively managing the health of our population.

Course Objectives

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

- Understand the current statutory, regulatory and market forces driving the need for improved efficiencies and economies
- Gain skills to assess current operations in finance, human resources, information systems, supply chain, and strategy.
- Identify appropriate tools and techniques for process improvement
- Understand the concept of population based health care and the imperative for improvement in patient safety, quality of care and patient satisfaction
- Assess an organization's dashboard and its performance

Textbooks & Materials

- **Books:**
 - David Edward Marcinko and Hope Rachel Hetico, Eds. (July 6, 2012) *Hospitals & Healthcare Organizations: Management Strategies, Operational Techniques, Tools, Templates and Case Studies*. Productivity Press. ISBN-13: 978-1439879900
- **Articles:**
 - link to HBS course pack for purchase: <https://hbsp.harvard.edu/import/616570>
 - E-Reserves: <https://reserves.usc.edu>. See the activity tables at the end of this syllabus for the specific readings on e-reserve.

- **Online sources:**
 - National Research Council. *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC: The National Academies Press, 2001.
<http://www.nap.edu/catalog/10027.html>
 - The California Health Care Foundation. *The California Health Care Almanac*. (June 2013).
- **Other Materials:**
 - Webcam and microphone are needed for presentation.

Grading

Course components

This course uses a percent based grading schema, as shown below.

Component	Percentage of Final Grade
Discussion Boards & Participation	25%
Individual Written Assignments	20%
Team Consulting Report	25%
Team Consulting Presentation	30%
TOTAL	100%

Discussion Board Weekly Participation

Much of the written work you do throughout the semester will be posted to Discussion Boards so that it can be shared with your classmates. Each Discussion Board assignment requires you to post your own work, and to provide thoughtful feedback on other classmates' work.

Discussion posts should be a minimum of two paragraphs in length, with specific references to the reading for the week. In addition, each student is required to post one reply to another student's post.

Discussion Board Posting Rubric			
Component	Exemplary 5-6 points	Proficient 3-4 points	Incomplete 0-2 points
Relevance	The posting directly addresses key issues, questions, or problems related to the reading and the discussion activity. The posting applies course concepts well, connecting them to actual activity.	The posting addresses key issues, questions, or problems related to the reading and the discussion activity, but in some cases only indirectly or obliquely. It does not always apply course concepts fully.	The posting does not directly address the question or problem posed by the discussion activity or reading.
Insight	The posting offers original or thoughtful insight, analysis, or observation that demonstrates a strong grasp of concepts and ideas pertaining to the discussion topic.	The posting offers some insight, analysis, or observation related to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topic.	The posting does not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic.
Support	The posting supports all claims and opinions with either rational argument or evidence.	The posting generally supports claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.	The posting does not support its claims with either evidence or argument. The posting contains largely unsupported opinion.
Number of Responses	The responses exceed the requirement for the discussion activity.	The responses fulfill the minimum required number for the discussion activity.	The responses do not meet the number required for the discussion activity.
Substance of	The responses offer either an extension or elaboration on the	The responses generally offer some insight by either	The responses do not offer any new insight by either

Responses	original posting or a clearly alternative point of view that fosters further thinking, reflection, or response on the discussion topic.	extending the point of the original post or offering an alternative point of view, but they may not encourage further thought or reflection on the discussion topic as much as they possibly could.	extending the position of the original post or providing an alternative point of view.
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Individual Written Assignments

Throughout the course, you will be asked to complete a variety of individual written assignments, ranging in length from one to five double-spaced pages. Most of these assignments will ask you to apply the skills and knowledge from the week's content to some aspect of your current organization or your role within it. In this way, the individual assignments will address each of our course objectives, providing the opportunity to examine course content through the lens of our own experiences.

Assignment Rubric			
Component	Exemplary 16-20 points	Proficient 12-15 points	Incomplete 0-11 points
Thoroughness, Clarity and Integration __ / 10 points	Student presents a coherent and thorough effort with effective attention paid to integrating weekly course materials. Final product demonstrates careful and insightful consideration of week's topics and detailed reflection on their application.	Student presents a coherent effort with some attention paid to integrating weekly course materials. Final product demonstrates some consideration of week's topics and reflection on their application.	Response does not adequately demonstrate student's understanding of week's topics or thoughtful reflection on their application
Writing Mechanics, Structure, and Organization __ / 10 points	Writing mechanics: No grammar, punctuation, or sentence structure errors observed. Proper citation demonstrated.	Writing mechanics: Minor grammar, punctuation, or sentence structure errors observed (2 or 3 errors). Proper citation demonstrated.	Writing mechanics: Many grammar, punctuation, and sentence structure errors are observed (7 or more). Proper citation not demonstrated.

	<p>Structure and Organization: Ideas are clear, well devised, and have solid structure so that readers can readily follow along and understand the content.</p>	<p>Structure and Organization: Content is fairly well organized, does not jump all over the place, and flows in a reasonable manner. Ideas are fairly clear, demonstrate forethought, and are structured in a manner that readers can more or less follow.</p>	<p>Structure and Organization: Content is not well organized or flows poorly. Ideas are unclear, not well devised, or poorly structured.</p>
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Team Consulting Report and Team Consulting Presentation

The focus of this assignment is to understand the essential concepts of accountability and operations management. Each team of 3-4 members is asked to select one organization and conduct a readiness assessment for high value care in the new era (“BETTER CARE, LOWER COST”). Using the tools in “CEO Checklist”, how would you brief management in your assessment of the organization under those principles?

Students may conduct individual interviews, and will create and record a 15 minute narrated PowerPoint presentation to be posted for the class for Week 15. Students should focus their efforts on analyzing and synthesizing the assessment.

The presentation should include the following topics:

1. problem/issue/questions analyzed and/or the hypothesis
2. health economic models and/or concepts included in the study
3. data, methods, variables — dependent and independent
4. key findings* and limitations
5. implications – management and/or strategy

*As part of the presentation, each team member must:

- present **at least one key** finding from the assessment and its policy and/or management implications.

Also with their partner, students will listen to, review, and comment on presentations by **three** other, assigned teams.

Presentations and Consulting Report will be due by end of Day 1 Week 15. Comments will be due by end of Day 4 Week 15.

Work with your group via a third-party collaborative tool (e.g., Google Docs, SkyDrive, Skype, etc.). Upload your PowerPoint presentation for your final presentation in Week 15.

Team Article Review and Synthesis Presentations Project Grading Criteria		
Levels of Achievement	Criteria	Points
Excellent	<p>Presentation and responses demonstrate all or most of the following:</p> <ul style="list-style-type: none"> • All posed questions addressed thoroughly and comprehensively. • Rich in content; displays excellent understanding of topic. • Uses relevant information with original ideas. • Well organized presentation that flows easily from slide to slide. • Uses course material and other relevant information to support important points. • Excellent oral presentation with clear speaking and easy to follow guidance through slides. Appropriate pacing for 10-12 minute talk. <p>Responds thoughtfully to others' presentation, offering either an extension or elaboration on the original posting or a clearly alternate point of view that fosters further thinking, reflection, or response.</p>	36-40 (A)
Very Good	<p>Presentation and responses demonstrate all or most of the following:</p> <ul style="list-style-type: none"> • All questions addressed adequately, most addressed comprehensively. • Content is substantial yet lacks full development of concept. • Provides a moderate amount of understanding and original ideas. • Well organized presentation with some structure and flow from slide to slide. • Incorporates some course material and other supporting elements. • Strong oral presentation with clear speaking. Adequate guidance through slides. Appropriate pacing for 10-12 minute talk. <p>Responds thoughtfully to others' presentations. The responses indicate the student is actively engaged in the discussion(s), emerging as an informative and thoughtful contributor.</p>	32-35 (B)

	Structure and Organization: Ideas are clear, well devised, and have solid structure so that readers can readily follow along and understand the content.	
Good	<p>Presentation and responses demonstrate all or most of the following:</p> <ul style="list-style-type: none"> • All questions addressed, but only one or two addressed comprehensively. • Incompletely presents ideas. Repeats ideas or does not provide original ideas. • Provides only minimal reflective thought. • Loose organization with abrupt transition from slide to slide. • Incorporates personal/professional experience but no references to course or other relevant material. • Oral presentation difficult to understand in sections. Adequate guidance through most slides. Pacing too fast or too slow for 10-12 minute talk. <p>Responses to others' presentations satisfy the purpose of the dialogue; however, the student is not leading discussion, but following the lead of others.</p>	28-34 (C)
Fair	<p>Presentation and responses demonstrate all or most of the following:</p> <ul style="list-style-type: none"> • Questions not addressed or minimally addressed. • Content is off-topic or irrelevant. Provides little to no reflective thought; does not provide any original ideas. • No organizational structure; information is difficult to follow. • Includes little to no supporting experience/evidence. • Oral presentation difficult to understand or missing. No guidance through slides. Pacing too fast or too slow for 10-12 minute talk. <p>Responses to others' presentations appear to be minimal and contribute little to the overall dialogue online.</p>	24-27 (D)
Poor	<p>Presentation and responses demonstrate all or most of the following:</p> <ul style="list-style-type: none"> • Questions not addressed. • Content is off-topic or irrelevant. Provides no reflective thought; does not provide any original ideas. • No organizational structure; information is difficult to follow. • Includes no supporting experience/evidence. • Oral presentation difficult to understand or missing. No guidance through slides. Pacing too fast or too slow for 10-12 minute talk. 	0-23 (F)

Responses to others' presentations are absent.

Other Grading Policies

- If you have an appeal to a grade, submit electronically within 3 calendar days of grading posting.

Policies

Weekly Structure

Each day of the week is numbered (see below). Day 1 is Monday, the first day of the beginning of each weekly session.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Due dates for all assignments are stated in day numbers. Assignments are due no later than 11:55 p.m. in the Pacific Time zone on the day that is stated within the assignment page and the weekly activity table.

Late Assignments

Any late work will receive an automatic 10% deduction of points. Anything submitted 1-day after a deadline will receive zero points, unless previously approved by the professor.

Guidelines for all written work

- All documents should be in Microsoft Word format. Justified margins all around, 12-size fonts.
- Make sure you keep a copy of all submitted paper.
- Ensure that each paper is written in APA style. Refer to the APA manual. (6th Edition)

Instructor Announcements

Your instructor will use the Instructor Announcements Forum in the General section of the course space to notify you of section specific information, as well as any other important news as the course progresses. These posts by your instructor will generate an email sent to each student on the roster. Be sure to look for these.

Group Work

Groups will be assigned with 3-4 team members. Group information can be found under the “roster” link, at the top, right side of your course home page. These teams will be used for small assignments throughout the semester, and for the final team project and consulting report. For the small assignments, articles will be assigned to teams for discussion during the live sessions.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Live Sessions

Please check the course space for Live Session days and times. Live Sessions are mandatory and do factor into your grade. These sessions will strengthen your understanding of the material and ability to apply the material. Student engagement and participation are expected as they enhance the efficacy of the live sessions.

Live sessions occur weekly for 4 credit courses and biweekly for 2 credit courses.

If you have a one-time pre-planned absence or unexpected emergency that arises, you should reach out directly to your professors to arrange accommodations to make up any missed participation activities, discussions or presentations.

All live sessions are recorded and the link to each recorded session is posted in your Live Session Archive in Moodle for you to review after the session.

Weekly Activities

Week 01		
Learning Activity	Due Date	Point Value
<p>Reading:</p> <p>Textbook:</p> <ol style="list-style-type: none"> Marcinko, D. E., and Hetico, H. R (editors). (2012). <i>Hospitals & Healthcare Organizations: Management Strategies, Operational Techniques, Tools, Templates and Case Studies</i>. Productivity Press. Chapter 1. <p>E- Reserves:</p> <ol style="list-style-type: none"> Hoffman, Ari (02/20/2013). "Reengineering US Health Care". JAMA (0098-7484), 309 (7), p. 661. 	Day 2	N/A
Live Session	Refer to the Course Overview and Live	N/A

	Session Schedule	
Week 01 Discussion 01: Data Trends	<i>Initial Post:</i> Day 4 <i>Response:</i> Day 7	6
Week 02		
Learning Activity	Due Date	Point Value
Reading: E-Reserves: <ol style="list-style-type: none"> Brousseau, Ruth (07/01/2013). "Reflections on a decade of funding public hospital systems". Health affairs (Millwood, Va.) (0278-2715), 32 (7), p. 1330. Jencks SF. Jt Comm J Qual Improv. 1994 Jul;20(7):364-9. The government's role in hospital accountability for quality of care. Beckham, J Daniel. The accountability crisis in healthcare. The Healthcare Forum Journal. 40.5 (Sep/Oct 1997): 34-37. S. R. Collins and K. Davis, Transparency in Health Care: The Time Has Come, The Commonwealth Fund, March 15, 2006. 	Day 2	N/A
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 02 Discussion 01: Accountability	<i>Initial Post:</i> Day 4 <i>Response:</i> Day 7	6
Week 02 Assignment 01: Regulatory Environment Executive Summary	Day 7	20
Week 03		
Learning Activity	Due Date	Point Value
Reading: HBS:	Day 2	N/A

<p>1. Spear, Steven J. Fixing HealthCare from the Inside, Today 2. Case Study: Virginia Mason Medical Center</p> <p>Supplemental Reading:</p> <p>1. Promise-of-Lean-in-Healthcare 2. Easing the Wait; New Pod System Reduces Time Spent in the ED</p> <p>E- Reserves:</p> <p>1. Berwick, Donald M., Thomas Nolan, and John Whittington. (May/Jun 2008). The Triple Aim: Care, Health, And Cost. <i>Health Affairs</i>. 27.3 759-69.</p>		
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 03 Discussion 01: Operations Management	<i>Initial Post:</i> Day 4 <i>Response:</i> Day 7	6
Week 04		
Learning Activity	Due Date	Point Value
<p>Reading:</p> <p>Textbook:</p> <p>1. Marcinko and Heticco. Chapters 13, 14</p> <p>E- Reserves:</p> <p>1. Ettinger WH. Six Sigma: adapting GE's lessons to health care, <i>Trustee</i>. 2001 Sep;54(8):10-5, 1.</p>	Day 2	N/A
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 04 Assignment 01: Case Study Analysis	Day 7	20
Week 05		
Learning Activity	Due Date	Point Value

<p>Reading:</p> <p>E-Reserve:</p> <ol style="list-style-type: none"> 1. National Research Council. Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC: The National Academies Press, 2001. http://www.nap.edu/catalog/10027.html, Chapter 1 2. Reinertsen JL, Gosfield AG, Rupp W, Whittington JW. Engaging Physicians in a Shared Quality Agenda. IHI Innovation Series white paper. Cambridge, MA: Institute for Healthcare Improvement; 2007 3. James M. O'Brien, Anupam Kumar, and Mark L. Metersky. Enhancing the Quality of Care in the ICU Does Value-Based Purchasing Enhance Quality of Care and Patient Outcomes in the ICU? Critical Care Clinics, 2013-01-01, Volume 29, Issue 1, Pages 91-112 4. Nicholas H. Osborne, Lauren H. Nicholas, Amir A. Ghaferi, Gilbert R. Upchurch Jr, Justin B. Dimick. Do Popular Media and Internet-Based Hospital Quality Ratings Identify Hospitals with Better Cardiovascular Surgery Outcomes? Journal of the American College of Surgeons. Volume 210, Issue 1, January 2010, Pages 87–92. 5. Jordan M. VanLare, A.B., and Patrick H. Conway, M.D. Value-Based Purchasing — National Programs to Move from Volume to Value. N Engl J Med 2012; 367:292-295 July 26, 2012 	<p>Day 2</p>	<p>N/A</p>
<p>Live Session</p>	<p>Refer to the Course Overview and Live Session Schedule</p>	<p>N/A</p>
<p>Week 05 Discussion 01: Quality Outcomes</p>	<p><i>Initial Post:</i> Day 4 <i>Response:</i> Day 7</p>	<p>6</p>
<p>Week 06</p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p>Reading:</p> <p>E-Reserves:</p> <ol style="list-style-type: none"> 1. Chatterjee P, Joynt KE, Orav E, Jha AK. Patient 	<p>Day 2</p>	<p>N/A</p>

<p>Experience in Safety-Net Hospitals: Implications for Improving Care and Value-Based Purchasing. Arch Intern Med. 2012;172(16):1204-1210.</p> <p>2. Mark Meterko, David C. Mohr and Gary J. Young. Teamwork Culture and Patient Satisfaction in Hospitals. Medical Care , Vol. 42, No. 5 (May, 2004), pp. 492-498</p> <p>Supplemental reading:</p> <ul style="list-style-type: none"> • Six Physician Alignment Strategies Health Systems Can Consider 		
<p>Live Session</p>	<p>Refer to the Course Overview and Live Session Schedule</p>	<p>N/A</p>
<p>Week 06 Discussion 01: Patient Satisfaction</p>	<p><i>Initial Post:</i> Day 4 <i>Response:</i> Day 7</p>	<p>6</p>
<p>Week 07</p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p>Reading:</p> <p>Textbook:</p> <ol style="list-style-type: none"> Marcinko and Hetico <ol style="list-style-type: none"> Chapters 4,5 <p>E-Reserve:</p> <ol style="list-style-type: none"> Mitton, Craig; Levy, Adrian; Gorsky, Diane; MacNeil, Christina; Dionne, Francois; Marrie, Tom. Allocating Limited Resources in a Time of Fiscal Constraints: A Priority Setting Case Study From Dalhousie University Faculty of Medicine. Academic Medicine, 07/2013, Volume 88, Issue 7, pp. 939 - 945 Haugh, Richard. REVENUE CYCLE MANAGEMENT. Hospitals & Health Networks, suppl. HEALTH CARE'S MOST WIRED® magazine 4.2 (Spring 2005): 22-24,26,28 Singh, Simone Rauscher, PhD, Wheeler, John; Roden, Kirk. Hospital Financial Management: What Is the Link Between Revenue Cycle Management, Profitability, and 	<p>Day 2</p>	<p>N/A</p>

Not-for-Profit Hospitals' Ability to Grow Equity? Journal of Healthcare Management 57.5 (Sep/Oct 2012): 325-39;.		
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 07 Discussion 01: Financial Operations	<i>Initial Post:</i> Day 4 <i>Response:</i> Day 7	6
Week 08		
Learning Activity	Due Date	Point Value
Reading: Textbook: 1. Marcinko and Hetico. Chapter 12 E- Reserves: 1. VanVactor, Jerry D,M.H.M., C.M.R.P. (2008). RFID tags and healthcare supply chain management. Healthcare Purchasing News, 32(2), 54-55. 2. Hübner, Ursula; Elmhorst, Marc A. (Eds.) eBusiness in Healthcare. Chapter 2 - Opportunities of Supply Chain Management in Healthcare. 2008, pp 27-56	Day 2	N/A
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 08 Discussion 01: Supply Chain Management	<i>Initial Post:</i> Day 4 <i>Response:</i> Day 7	6
Week 09		
Learning Activity	Due Date	Point Value
Reading:	Day 2	N/A

<p>E-Reserves:</p> <ol style="list-style-type: none"> 1. National Research Council. Allied Health Workforce and Services: Workshop Summary. Washington, DC: The National Academies Press, 2011. 2. Kerr, Steven. On the folly of rewarding A, while hoping for B. <i>The Academy of Management Executive</i>. Vol 9, No.1. (Feb 1995): 7-14 3. Gowen, Charles R, IIIView Profile; McFadden, Kathleen LView Profile; Tallon, William JView Profile. On the centrality of strategic human resource management for healthcare quality results and competitive advantage. <i>The Journal of Management Development</i>. 25.8 (2006): 806-826. 4. Fraser Macfarlane, Trish Greenhalgh, Charlotte Humphrey, Jane Hughes, Ceri Butler, Ray Pawson, (2011) "A new workforce in the making?: A case study of strategic human resource management in a whole-system change effort in healthcare", <i>Journal of Health Organization and Management</i>, Vol. 25 Iss: 1, pp.55 – 72. 		
<p>Live Session</p>	<p>Refer to the Course Overview and Live Session Schedule</p>	<p>N/A</p>
<p>Week 09 Discussion 01: Workforce</p>	<p><i>Initial Post: Day 4</i> <i>Response: Day 7</i></p>	<p>6</p>
<p>Week 10</p>		
<p>Learning Activity</p>	<p>Due Date</p>	<p>Point Value</p>
<p>Reading:</p> <p>Textbook:</p> <ol style="list-style-type: none"> 1. Marcinko and Hetico. Chapters 10 & 11. <p>E-Reserves:</p> <ol style="list-style-type: none"> 1. A.J. Maeder, S.B. Gogia, G. Hartvigsen. Next Generation Telehealth. IMIA Yearbook 2011: Towards Health Informatics 3. 15-20 2. Adler-Milstein J, Jha AK. Sharing Clinical Data 	<p>Day 2</p>	<p>N/A</p>

Electronically: A Critical Challenge for Fixing the Health Care System. JAMA. 2012;307(16):1695-1696.		
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 10 Discussion 01: Information Systems and Operations	<i>Initial Post:</i> Day 4 <i>Response:</i> Day 7	6
Week 11		
Learning Activity	Due Date	Point Value
Reading: 1. Executive Summary – Jul. 3, 2012. Closing the Quality Gap Series: The Patient-Centered Medical Home	Day 2	N/A
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 11 Discussion 01: Population Health	<i>Initial Post:</i> Day 4 <i>Response:</i> Day 7	6
Week 12		
Learning Activity	Due Date	Point Value
Reading: HBS: 1. Richard Bohmer, Amy C. Edmondson, Laura R. Feldman. Intermountain Health Care E-Reserves: 1. Sandrick, K. (2009). Hospital-physician alignment. <i>Trustee</i> , 62(4), 19-22, 2. 2. May, E. L. (2011). Well-balanced partnerships: Achieving physician-hospital alignment. <i>Healthcare Executive</i> , 26(4), 19-20.	Day 2	N/A

Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 12 Assignment 01: Case Analysis	Day 7	20
Week 13		
Learning Activity	Due Date	Point Value
Reading: E-Reserves: <ol style="list-style-type: none"> Ashish Jha and Arnold Epstein. Hospital Governance and The Quality Of Care. <i>Health Aff</i> January 2010 29:1182-187; 	Day 2	N/A
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 13 Discussion 01: Governance	<i>Initial Post: Day 4 Response: Day 7</i>	6
Week 14		
Learning Activity	Due Date	Point Value
Reading: Textbook: <ol style="list-style-type: none"> Marcinko and Hetico. Chapter 2. HBS: <ol style="list-style-type: none"> Brigham and Women’s Hospital: Shapiro Cardiovascular Center. Robert S. Kaplan, David P. Norton. Using the Balanced Scorecard as a Strategic Management System (HBR Classic). Jul 01, 2007 E-Reserve:	Day 2	N/A

<ol style="list-style-type: none"> 1. Effective Performance Management with the Balanced Scorecard http://www.cimaglobal.com/Documents/ImportedDocuments/Tech_rept_Effective_Performance_Mgt_with_Balanced_Scd_July_2005.pdf 2. Voelker, K. E., Rakich, J. S., & French, G. R. (2001). The balanced scorecard in healthcare organizations: A performance measurement and strategic planning methodology. Hospital Topics, 79(3), 13-24. 3. Walker, K. B., & Dunn, L. M. (2006). IMPROVING HOSPITAL PERFORMANCE AND PRODUCTIVITY WITH THE BALANCED SCORECARD. Academy of Health Care Management Journal, 2, 85-110. 		
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 14 Checkpoint 01: Final Project Preparation Group	Day 1, Week 15	N/A
Week 15		
Learning Activity	Due Date	Point Value
Reading: N/A	N/A	N/A
Live Session	Refer to the Course Overview and Live Session Schedule	N/A
Week 15 Assignment 01: Final Project	Day 1	40
Week 15 Assignment 02: Final Presentation (and Peer Review)	Presentation posted: Day 1 Comments: Day 4	40
Week 15 Discussion 01: Key Takeaway	Day 4	6