

## PPD 605: FRONTLINE ISSUES IN HEALTH SERVICES ADMINISTRATION AND POLICY

Fall 2020, Online, 2-units



**Instructor:** Denny Hooten  
**Office Hours:** Zoom by appointment  
**Email:** dhooten@usc.edu  
**Phone:** (310) 465-9237  
**LinkedIn:** www.linkedin.com/in/hooten

The mission of the USC Sol Price School of Public Policy is to improve the quality of life for people and their communities, here and abroad. We achieve this mission through education and research that promote innovative solutions to the most critical issues facing society.

My goal for this class and every class I teach is to prepare you to get a great job and have a successful career in healthcare. I have worked in healthcare operations for most of my career. In this course, we will take the theories outlined in the textbook and apply them to real world healthcare scenarios. We will discuss the frontline issues that I face every day in healthcare administration trying to deliver great patientcare, while keeping costs down and keeping my patients out of the hospital.

In addition to all classes being online this fall semester, our schedule is also being reduced from 13 to 15 weeks due to Covid-19. This means there will need to be an increase in weekly contact time, as courses still need to meet the normal minimum requirements for total contact hours. This means an additional 30 minutes of contact time per week outside of our scheduled class time. We will decide as a class how to meet these requirements during our first-class session.

**Zoom Etiquette:** Everyone needs to be on video during our regular scheduled class times to get participation, homework and quiz credit. You can go off video for a few minutes to take care of personal needs with no penalty. You need to be stationary for class – not driving, walking or moving. Please make sure to have enough light, so we can see your face. Don't sit with a window behind you because this will cause you to be in silhouette. You can eat or drink while in Zoom just please do it on mute. The closer we can mimic a live classroom, the more engaging and the better our experience will be. If you have any questions or need special assistance, don't hesitate to contact me.

**Initial Information:** Upon registering for the class, please email the following information to me at dhooten@usc.edu. Using bullet points briefly describe your own specific learning objectives for the course. Describe your career goals and attach a resume. Also, please let me know if you have taken the Myers-Briggs Personality Test.

Class Dates & Times	
<b>Monday Evenings:</b>	<b>6:00 p.m. – 7:50 p.m.</b>
<b>Zoom Meeting:</b>	<a href="https://usc.zoom.us/j/99799001850?pwd=T0FmQzdKTUM5N0pgWFXFMk1jSHBVUT09">https://usc.zoom.us/j/99799001850?pwd=T0FmQzdKTUM5N0pgWFXFMk1jSHBVUT09</a>

### COURSE DESCRIPTION

This course addresses contemporary healthcare operations management and is designed to advance the student's knowledge and professional skills in operations administration within healthcare services organizations. Operational and leadership strategies, systems and processes, and innovations leading to improved operational performance and excellence are the focus of study. The course integrates theory with practice, exposing students to operations management techniques and analytic methods equally useful in for-profit, non-for-profit, public and private healthcare enterprises. Course methodologies emphasize the development of analytical ability and the framing of management decisions and action plans in dealing with operational issues and their impact on various stakeholders, as well as the integration of systems and processes occurring within hospitals and health care organization settings.

Course learning methods include the review of empirical research, group learning discussions, case study reviews, simulation and scenario analysis. Learning and skills application are demonstrated through the completion of an operations management

project in which students are required to address a real-world operations scenario. To facilitate appreciation of health law as it is developing, we will consider cutting-edge issues of interest to health care providers and health care institutions alike. The course will consist of lectures, readings, presentations, and discussions. Class discussions will be based primarily on materials distributed by the Instructor, required readings and that which is presented during lecture. It is expected that all students will actively participate in class discussions. Students are expected to read and analyze materials assigned in advance of each lecture and be prepared to discuss them.

## LEARNING OBJECTIVES

- Using Bloom’s Taxonomy in developing course learning objectives.

Course Learning Objectives	Cognitive / Affective	Level
1. Develop a general understanding of health service design and delivery from an administrator’s perspective.	Cognitive	Comprehension
2. Develop operations management principles and operational efficiencies.	Cognitive	Application
3. Understand operational and policy concerns and develop solutions to adapt and lead through change management.	Affective	Organizing
4. Develop performance improvement and quality management processes.	Cognitive	Comprehension
5. Understand revenue and cost management strategies and the ability to operationalize multiple approaches simultaneously.	Cognitive	Knowledge

- There are three main domains of learning. These domains are **cognitive** (thinking), **affective** (emotion/feeling), and psychomotor (physical/kinesthetic).
  - The taxonomy of the Affective Domain used in this course is **Organizing**.
    - Organizing:** This refers to the learner’s internalization of values and beliefs involving (1) the conceptualization of values; and (2) the organization of a value system. As values or beliefs become internalized, the learner organizes them according to priority.
  - Taxonomies of the Cognitive Domain used in this course are:
    - Knowledge:** Involves remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean.
    - Application:** The ability to use learned material, or to implement material in new and concrete situations.
    - Comprehension:** Involves demonstrating an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.
- Graduates of the USC Price MHA program will demonstrate 15 core competencies, organized by 6 domains. The main purpose of this competency-based curriculum is to help faculty and students focus on the key knowledge, skills and abilities that students need to develop overall and within each course while they are enrolled in the MHA program so they can succeed in the workforce once they graduate.

The following competency levels indicate what is expected of students to achieve for the competencies this course emphasizes.

- Beginning (B)** - Recall facts and basic concepts and be able to explain their meaning.
- Intermediate (I)** - Integrate ideas and draw connections between them. Use information in new situations.
- Advanced (A)** - Justify a decision or position and produce new or original work.

<b>MHA Competency</b>	<b>Level (B/I/A)</b>	<b>Course Objective(s)</b>	<b>Assessment Methods</b>
<b>Domain 1: Knowledge of Health Care Environment</b>			
<b>1.1</b> Demonstrate knowledge of established and evolving issues in health care, and the ability to apply this knowledge to diverse health organizations.	Intermediate	1-5	In-class participation, exams, final project
<b>Domain 2: Critical Thinking and Analysis</b>			
<b>2.1</b> Demonstrate the ability to understand a situation, issue or problem by breaking it into smaller pieces and tracing its implications in a step-by-step manner.	Beginning	2-4	In-class participation, final project
<b>2.1</b> Demonstrate the ability to consider the business, demographic, ethnocultural, political, and regulatory implications of decisions, and to develop strategies that improve the long-term success and viability of the organization.	Intermediate	2,3,5	In-class participation, final project
<b>Domain 3: Business and Management Knowledge</b>			
<b>3.1</b> Understand and use the formal and informal decision-making structures in healthcare organizations and the healthcare industry and demonstrate ability to analyze and improve an organization's processes.	Intermediate	2-4	In-class participation, exams, final project
<b>Domain 4: Policy and Community Advocacy</b>			
<b>4.1</b> Understand the legislative environment and the organizational implications related to health policy at the state, local and federal levels.	Intermediate	3	In-class participation, exams, final project
<b>Domain 5: Communication</b>			
<b>5.1</b> Demonstrates the ability to persuade others to support a point of view, position, or recommendation, while assessing and responding to the feelings and concerns of others	Beginning	2-5	In-class participation, final project
<b>Domain 6: Leadership</b>			

6.1 Understand how to establish a compelling organizational vision and goals for an organization	Beginning	2-5	In-class participation, final project
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**REQUIRED TEXT**

- James R. Langabeer II and Jeffrey Helton, *Healthcare Operations Management: A Systems Perspective*, 3rd edition (Jones & Bartlett, 2021)

**COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION**

ASSIGNMENT	DUE DATE	% OF GRADE
Class Preparation and Participation	Weekly	10%
Homework/Quizzes	Weekly	15%
Midterm	9/21/20	25%
Final Project	11/9/20	25%
Final Exam	11/23/20	25%
<b>TOTAL</b>		<b>100%</b>

**Class Preparation and Participation (10%):** Class discussions by all students contribute to the overall learning experience. The quality of these discussions is based upon each student’s preparation prior to class and active engagement in the exchange of thoughts, concepts and ideas. Each student is expected to have completed all readings and assignments prior to each scheduled class. Full class attendance is expected. Attendance will count towards participation.

**Homework Assignments and Quizzes (15%):** Assignments are given in order to support the applicable concepts covered in text and class discussions. Assignments need to be posted in PDF format on Blackboard under individual assignments before the start of class for that week. Quizzes are to help prepare you for your tests. You will get full credit for taking the quiz. You must be in class for discussion to get credit for homework assignments and quizzes.

**Mid-term Exam (25%):** A mid-term exam will cover readings, class lectures, and homework assignments from the first half of the semester.

**Final Exam (25%):** An in-class closed-book final examination will be given on the scheduled final exam day, covering the second half of the semester.

**Operations Management Consulting Project – Practical Application (25%)**

The Operations Management Project serves as a management practice application of the concepts and analytic tools learned in the course. The final work product consists of three components:

1. Project Proposal – SMART Goal and Outline (homework), representing teamwork product

2. Project Team Oral Presentation (10%), representing team and individual product
3. Written Operations Analysis (15%), representing teamwork product

Project development guidelines and team assignments will be addressed in the first-class session. Assigned teams will each have access to a discussion board, group email, and file sharing capability that will be arranged in Blackboard. Students are encouraged to use these e-resources to facilitate communications, resource exchanges, and aid in overall project development, coordination and team member accountability. Each group must schedule a mandatory group check-in with professor on October 26 before or after class – see blackboard for available times.

Project grading criteria: The final project deliverables should:

1. Have a current, evidence based, and relevant focus and application to the management of health care operations.
2. Analyze service delivery design, business or clinical processes, a specific operational issue, decision, or implementation having an operational impact.
3. Demonstrate knowledge application of the course content and integration of concepts.
4. Appropriately employ OM analytic tools, techniques, and methods.
5. Present informed perspectives in a thoughtful, well-organized analysis having sufficient adequacy and logical thought sequencing leading to conclusions, giving consideration to management implications, assumptions or limitations of the analysis.
6. Represent original work product.
7. Demonstrate quality in writing composition—coherency, sequencing, syntax, semantics, mechanics, reference citation.
8. Evidence full team participation, cooperation, and balanced contribution.
9. Project design considerations, diagrams/graphics/data and analysis should be clearly labeled and explained to the reader/audience and supported by sufficient and relevant information gathering and discussion.

The achieved grade credit for team project components will be equally assigned. All project components must be complete and submitted for grade credit; late submission of any component will result in grade credit reduction for the respective team or individual project component. Students are not to utilize or submit any previously submitted coursework in whole or in part.

#### **Project Proposal – SMART Goal and Outline**

Prepare a SMART (Specific, Measurable, Achievable, Realistic, and Timely) proposal that clearly states the project's intended objectives. Identify a specific issue for investigation, data needs and utilization, applicable analytic methods or tools to be employed, and possible references and resources that would provide context and support for study and analysis. Devote a section of your proposal to an agreed upon —Team Charter which should briefly outline group rules and draft work plan agenda, including expected member roles and contributions, methods and frequency of team communications, and timelines or progress checkpoints. Early submissions are accepted. *Due October 5, PDF file posted to Blackboard by start of class. (one file per group)*

#### **Project Team Oral Presentation (3 minutes for each group member)**

Oral presentations are scheduled on the final day of class session; attendance is mandatory. Copies of any presentation materials, e.g., slides or other handouts, need be submitted to the instructor at the start of the last day of class in pdf format. Professionalism is expected in manner and style, verbal effectiveness in conveying ideas, and the quality of visuals and/or handout materials. Mastery of the material presented should be evident. Adherence to the requested time duration is essential to provide enough time for appropriate feedback. You must rehearse out loud to accomplish time limits. Please arrange for any computer, media and equipment needs, or handouts in advance. *Due November 9, all supported files posted to Blackboard in PDF format by start of class. (one file per group)*

#### **Project Team Written Operations Analysis**

The written operations management project analysis should include an Executive Summary of the project: background context, issue(s) under consideration, data and methods utilized, and a brief summary of the results and conclusions/recommendations. The Executive Summary is then followed by the complete project narrative and

supporting materials. The analysis should be organized in a logical sequence of reasoning from the examination of the problems, data and analytic methods, and flow sequentially through a discussion of your results of analysis or study, to the conclusion and recommendations, addressing the challenges and limitations of your analysis, as well as the implications for management practice. *Due November 9 posted to Blackboard in PDF format by start of class. (one file per group)*

**Feedback:** You will also be expected to provide feedback to groups on their presentations – everyone will give at least one positive and one negative comment. Giving and receiving feedback is another skill that will set you apart from your peers. We will be respectful and courteous. Anyone being disrespectful will receive a zero.

### USC GRADING POLICY

Satisfactory performance in this class requires that you read all materials assigned for each class session prior to the class meeting days listed on the syllabus; effectively participate in the seminar discussions and class activities; analyze all assigned problems and case studies with sufficient preparation to engage in critical thought and discussion; and make oral and written presentations of cases and problems.

As per USC and Price School guidelines, course grades sufficient for minimum passing of the MHA capstone will be letter grades of A for work of excellent quality, B for work of good quality. To earn an A, you must hit it out of the park every time you get to the plate, no matter how big or small the assignment.

GRADE	CRITERIA
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
D	Failed in courses for graduate credit
E	Failed

### PPD 605 COURSE OUTLINE

WEEK	DATE	TOPIC	READINGS AND HOMEWORK
Week 1	Aug 17	Introduction, Syllabus, Operations Management	<b>Read:</b> Ch.1 and Ch.2
Week 2	Aug 24	Operational Finance, Health Plan Ops	<b>Read:</b> Ch.3 and Ch.4
Week 3	Aug 31	Operational Planning & Analysis, Quality and Process Management	<b>Read:</b> Ch.5 and Ch.6 <b>Hmk:</b> Quiz (Ch. 1-4)
Week 4	Sep 7	<i>Labor Day</i>	
Week 5	Sep 14	Six Sigma, Forecasting and Decision Tools	<b>Read:</b> Ch.7 and Ch.8
Week 6	Sep 21	<b>Mid-Term Exam</b>	<b>Test:</b> Chapters 1-8
Week 7	Sep 28	Performance Management, Project Management	<b>Read:</b> Ch.9 and Ch.10
Week 8	Oct 5	Operational Metrics, Statistical Applications	<b>Read:</b> Ch.11 and Ch.12 <b>Hmk:</b> Project Proposal – SMART Goal and Outline
Week 9	Oct 12	Information Technology, Benchmarking	<b>Read:</b> Ch.13 and ch.14 <b>Hmk:</b> Quiz (Ch. 9-12)

<b>Week 10</b>	<b>Oct 19</b>	Supply Chain, Purchasing and Materials	<b>Read:</b> Ch.15 and ch.16 <b>Hmk:</b> Mandatory group check-in – scheduled – see BB for times
<b>Week 11</b>	<b>Oct 26</b>	Inventory Management, Pharmacy Management	<b>Read:</b> Ch.17 and ch.18
<b>Week 12</b>	<b>Nov 2</b>	<b>Guest Speaker</b> , Work on final projects in class	<b>Hmk:</b> Quiz (Ch. 13-18)
<b>Week 13</b>	<b>Nov 9</b>	<b>Final Projects</b>	<b>Hmk:</b> Written Analysis, Study for final
<b>Week 14</b>	<b>Nov 16</b>	<i>Study Days</i>	
<b>Week 15</b>	<b>Nov 23</b>	<b>Final Exam</b>	<b>Test:</b> Chapters 9-18

## 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](http://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](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call  
[studenthealth.usc.edu/counseling](http://studenthealth.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](http://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) 740-9355(WELL), press “0” after hours – 24/7 on call  
[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

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

*Office of Equity and Diversity (OED)* - (213) 740-5086 | Title IX – (213) 821-8298  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment* - (213) 740-5086 or (213) 821-8298  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs* - (213) 740-0776  
[dsp.usc.edu](http://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 Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](http://campussupport.usc.edu)

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](http://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](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu)

Non-emergency assistance or information.

*Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)*

[ombuds.usc.edu](http://ombuds.usc.edu)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.