PPD 604: SEMINAR IN HOSPITAL ADMINISTRATION
Spring 2021, 4 Units

Instructor: Victor M. Peña, MBA
Office Hours: by appointment only
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Class Begins: Friday, January 22, 2021 | 3:00pm - 5:00pm (Introductory class. Syllabus review, expectations)
Zoom Class: Saturday, January 23, 2021 | 9:00am - 2:00pm (Saturday class)
Zoom Class: Tuesday, February 9, 2021 | 6:00pm - 8:00pm
Zoom Class: Tuesday, February 23, 2021 | 6:00pm - 8:00pm
Zoom Class: Tuesday, March 9, 2021 | 6:00pm - 8:00pm
Spring Break: March 14, 2021 – March 21, 2021
Zoom Class: Saturday, March 27, 2021 | 9:00am - 2:00pm (Saturday class)
Zoom Class: Tuesday, April 6, 2021 | 6:00pm - 8:00pm
Zoom Class: Saturday, April 17, 2021 | 9:00am - 2:00pm (Saturday class)
Zoom Class: Tuesday, April 20, 2021 | 6:00pm - 8:00pm (Last Class)
+ Weekly 1 Hour Course Contact - Blackboard (online)
Class End: April 30, 2021

COURSE DESCRIPTION

This course provides students with a broad examination of issues and practices critical to hospital management/operations. It will address contemporary healthcare operations management and is designed to advance the student's knowledge and professional skills within hospital operations. Particular focus is directed towards understanding theory and evidence-based management strategies for responding to critical organizational challenges and opportunities. Problem based learning activities and case studies are used to bridge the gap between theory and practice to strengthen the adoption of management skills. Group presentations, case studies, small group discussions will be used as an integral part of the seminar.

Strategies, systems and processes, and innovations leading to improved operational efficiency, 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 the hospital. 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 hospital management 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. Students will be evaluated on their ability to identify and discuss problems and their relationship to health care management, delivery and policy.

COURSE OBJECTIVES

This course is designed to help students attain the knowledge and skills associated with contemporary hospital management. Emphasis is placed on understanding of managerial roles and responsibilities, particularly in relationship to ethical, professional and quality of care responsibilities, customer and market expectations, and competitive challenges and opportunities.

Course Learning Objectives	Cognitive/ Affective	Level
1. Describe strategic and operational problems and issues facing hospitals.	Cognitive	Knowledge
2. Describe the principle responsibilities of hospitals and administrators.	Cognitive	Knowledge
3. Evaluate strategies used by hospitals and managers to address environmental opportunities and problems.	Cognitive	Evaluation
4. Develop innovative and effective strategies for responding to changing economic, social, technological and political conditions.	Cognitive	Syntheses

COURSE NOTES

This course is organized into 8 course topics:
(1) Healthcare Landscape and Trends
(2) Hospital Systems Overview, Governance, Organizational Structures
(3) Ethics, Hospital Management Processes, Regulatory Bodies
(4) Hospital Operations, HIT, Organizational Dynamics
(5) Finance, Supply Chain
(6) Quality Improvement, Patient Safety
(7) Patient Satisfaction, Patient Engagement, Transitions of Care
(8) Human Resources, Employee Engagement

Students will be required to attend all course sessions. The format of the course will be comprised of lectures, case studies, and a group project. All messages will be posted on Blackboard.

REQUIRED READING AND SUPPLEMENTARY MATERIAL

Required course readings and materials may be accessed in Blackboard at https://blackboard.usc.edu/. Course announcements or notifications occurring outside of class session will be made via Blackboard Announcement and/or the student's USC email address. Accordingly, students should arrange to monitor Blackboard and their USC email account.

PPD 604, HOSPITAL ADMINISTRATION, COMPETENCY OUTLINE

MHA Competency	Level (B/I/A)	Course Objective(s)	Assessment Methods
Domain 1: Knowledge of Health Care Environment			
1.1 Demonstrate knowledge of established and evolving issues in health care, and the ability to apply this knowledge to diverse health organizations	A	1	In-class participation, discussion assignments
1.2 Apply complex concepts, develop creative and innovative solutions, adapt previous solutions in new ways.	A	1	Case study write- up and presentation, group presentation and paper, peer group assessment
Domain 2: Critical Thinking and Analysis			
2.1 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.	A	3	Case study write- up and presentation, group presentation and paper, peer group assessment
2.3 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.	I	3	Case study write- up and presentation, group presentation and paper, peer group assessment
Domain 3: Business and Management Knowledge			
3.1 Understand the legal environment and the organizational implications related to human resource policy	I	2, 3	Case study write- up and presentation, group presentation and paper, peer group assessment
3.3 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.	A	2, 3	In-class participation, reflection assignments, and report outs

Domain 4: Policy and Community Advocacy			
4.1 Demonstrate leadership characteristics including speaking and acting as an ethical professional and accepting accountability for the impact of decisions on others.	A	**4**	In-class participation, reflection assignments, and report outs
Domain 6: Leadership			
6.1 Demonstrate leadership characteristics including speaking and acting as an ethical professional and accepting accountability for the impact of decisions on others.	A	**2,3**	Case study write- up and presentation, group presentation and paper, peer group assessment
6.2 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives	A	**1,2**	Case study write- up and presentation, group presentation and paper, peer group assessment

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

Grade elements, weight and due dates:

ASSIGNMENT	DUE DATE	% OF GRADE
Discussion Postings - Quality of Contribution, Weekly Contact Assignments, Active Participation (14 postings at 10 points each)	**Each Monday before class**	**20%**
Case Study (Group Case Study Presentation at 150 points)	**March 9th**	**30%**
Group Project (250 Points Overall)	**April 18th**	**50%**
Phase 1 (Project Outline) - 100 Points	**April 9th**	**(25%)**
Phase 2 - Project Team Oral Presentation and Participation- 150 Points	**April 20th**	**(25%)**
TOTAL: 500 points		**100%**

CLASS ASSIGNMENTS DESCRIPTIONS

Course Assignments: Required assignments are outlined herein and are due for submission as noted. As a rule, adhere to standard formatting below and any page length specifications. Retain or bring an extra hard copy of your assignment submission for class activities. With the exception of the Survey Exercise, assignments may be submitted earlier than due dates by uploading an e-file into Assignment posting listed in Blackboard (Bb). Late submissions are subject to grade credit reduction.

Assignment standard format: Place a standardized header on every page for all submitted assignments to include student name, assignment name, my name (Professor Peña) and PPD 604 2021. Please use page numbers, taking care to adhere to any specified page length requirements; exclude the counting of preliminary pages, e.g., title page, table of contents, etc., references and appendices in meeting page length requirements. Use standard 1" margins, 11 or 12 point font, double-spacing and indented paragraphs for narratives. For supplemental appendices or support detail, tables,

charts, spreadsheets, etc., you may utilize any formatting style suited to the material being presented. Place tables, figures and exhibits as close as possible to where it is referenced and discussed in the narrative text. Reference sources or other information incorporated into the student's work product that is not representative of the student's own original work product, must be properly referenced. All references must be cited within the text, and the supplemental articles and supporting documents must be submitted with the assignment.

DISCUSSION POSTINGS - QUALITY OF CONTRIBUTION: CLASS PREPAREDNESS, WEEKLY CONTACT ASSIGNMENTS & ACTIVE PARTICIPATION (20%)

The observed quality and consistency of the student's course contribution reflects the overall preparedness undertaken by the student prior to attending class sessions and his/her active participation. Preparedness facilitates a forum for learning and participation. As such, students are expected to complete assigned readings and exercises prior to class sessions, and should be prepared to informally present key concepts gleaned. See Course Readings section of this syllabus for a listing of the required course readings and related topics outlined in the Course Schedule. Preparation should entail careful and critical reading of the materials and personal reflection; integrate concepts with those learned from other academic disciplines and your work experience in organizational settings. Assessment of students understanding of the course readings will be conducted through in-class quizzes.

The weekly contact sessions are intended to provide weekly contact with the instructor as well as provide benchmarks for your course progression. The reflective learning assignment is based on Kolb's model of adult learning.

Active participation by the student is an essential ingredient to successful class discussions and learning. Active participation entails contributing to class and small-group discussions/exercises, team project planning and execution, and providing feedback and support to your colleagues in course learning activities. Full-day class attendance is expected; absences and early departures from class are discouraged and will subject the student to grade reduction. Students should consult with the professor in advance regarding any rare, unavoidable events impacting class participation.

CASE STUDY ASSIGNMENT (30%)

Students will be assigned a case study based on a real-life issue impacting a hospital. Students are expected to provide a presentation as if they were "consultants" to a hospital Board of Directors. The topic of the Case Study will be chosen by the professor, and assigned the first week of class.

The purpose of this case study is to take a deeper dive into a real operational issue impacting a hospital. Students will present a thorough examination of issues along with recommendations. Students are expected to incorporate class learning objectives and lessons into this assignment. This presentation will be done individually.

GROUP PROJECT (50%)

Students will be assigned a case study based on a real-life disaster impacting a hospital. Students are expected to provide a presentation as if they were "consultants" to a hospital Board of Directors. The topic of the Case Study will be chosen by the professor, and assigned mid-semester.

The Group Project serves as a management practice application of the concepts and analytic tools learned in the course. The final work product consists of 2 components:
- **Phase 1: Project Outline - 100 Points**
- **Phase 2: Project Team Oral Presentation and Participation- 150 Points**

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.

Groups will need to design a response to the disaster, and a long-term plan while addressing the areas below. The areas that need to be addressed in this response include (but not limited to):

- Hospital governance, hospital operations, performance improvement, compliance, risk management, finance/supply chain, integration of healthcare services, professional staff/Human Resources, medical staff, ambulatory care, and patient experience.

Groups will need to decide whether their selected hospital will be part of a system or stand-alone hospital. Current political and national trends in healthcare will need to be addressed. Civic engagement and the impact of the local healthcare landscape will also need to be addressed in the final presentation.

Project grading criteria: The final project deliverables should (a) have a current, evidence based, and relevant focus and application to the management of healthcare operations, (b) analyze service delivery design, business or clinical processes, a specific operational issue, decision, or implementation having an operational impact, (c) demonstrate knowledge application of the course content and integration of concepts, (d) appropriately employ analytic tools, techniques, and methods, (e) 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, (f) represent original work product, g) demonstrate quality in writing composition—coherency, sequencing, syntax, semantics, mechanics, reference citation, and h) evidence full team participation, cooperation, and balanced contribution.

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, without the prior consent of the Instructor.

PHASE 1 – SMART GOALS, OUTLINE AND INTRODUCTION
The group will prepare a SMART 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. Failure to timely file a thoughtful proposal, omission of a team charter, failure to respond to Instructor feedback/requests for clarification, failure to seek and obtain Instructor project approval, will result in a loss of up to the full 5% project proposal grade credit.

PHASE 2 - PROJECT TEAM ORAL PRESENTATION - 25 MIN
Oral presentations are scheduled for April 20th and attendance is mandatory. Copies of any presentation materials, e.g., slide or other handouts, need be submitted to the instructor at the start of the last day of class. 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. Please arrange for any computer, media and equipment needs, or handouts in advance.

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.

GRADE	CRITERIA
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
C- or below	Failed in courses for graduate credit

ADDITIONAL POLICIES

Incomplete (IN) is assigned when work is not completed because of documented illness or other "emergency" occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks). **Registrar's Note:** Recommended definition of emergency: "A situation or event which could not be foreseen and which is beyond the student's control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If it is not completed within the specified time limit, marks of IN will automatically become a marks of IX (expired incomplete) with the exception of thesis, dissertation, and non-letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete.

PPD 604, SEMINAR IN HOSPITAL ADMINISTRATION, COURSE OUTLINE

Date	Topic
January 21st BlackBoard Posting/Discussion	**Assignment:** Discussion #1 (Posting): Post a personal introduction, your short term and your long-term personal and career goals. Let us define short term as 3 years and long term as 8-10 years. Be as specific as you can and be creative! (But realistic). **Assignment (Posting due at 11:59 pm, 1/21/2021)**
January 22nd **Zoom Class**	**Introductory Class** **Expectations, syllabus review, and other class logistics.**
January 23rd **Zoom Class**	**REGULATORY ENVIRONMENT — Federal and State, INDUSTRY TRENDS** **Suggested Readings:** 1. Dieleman, J et al. "Factors Associated With Increases in US Health Care Spending, 1996-2013," JAMA, 2017; 318(17):1668-1678. (Focus on "Results" starting on page 1670). https://jamanetwork.com/journals/jama/fullarticle/2661579 2. Cutler, D. "What is the US Health Spending Problem?" Health Affairs, 2018; 37(3). https://www.healthaffairs.org/doi/full/10.1377/hlthaff.2017.1626 3. Price N. 2017. "Fundamentals of Hospital Board Governance". Retrieved from https://www.boardeffect.com/blog/fundamentals-hospital-board-governance/

January 25th BlackBoard Posting/Discussion	**Suggested Reading: TBD** **Assignment:** How can regulatory bodies limit hospital operations and patient care? How do they improve patient care? **Assignment (Postings due at 11:59 pm, 1/25/2021)**
February 1st BlackBoard Posting/Discussion	**Suggested Reading: TBD** **Assignment:** Describe how a hospital's strategic plan might support quality metrics and promote patient safety throughout the hospital. **Assignment (Postings due at 11:59 pm, 2/1/2021)**
February 8th BlackBoard Posting/Discussion	**Suggested Reading: TBD** **Assignment:** How is the "triple aim" interrelated with process improvement? How are hospitals improving processes while meeting the "Triple Aim"? **Assignment (Postings due at 11:59 pm, 2/8/2021)**
February 9th **Zoom Class**	**OPERATIONS MANAGEMENT, PROCESS IMPROVEMENT PRINCIPLES** **Suggested Readings:** 1. Baker, L et al. "Vertical Integration: Hospital Ownership Of Physician Practices Is Associated With Higher Prices And Spending," Health Affairs 2014; 33(5): 756–763. https://www.healthaffairs.org/doi/10.1377/hlthaff.2013.1279 2. Reinhardt, U. "The Pricing of US Hospital Services: Chaos Behind a Veil of Secrecy," Health Affairs, 2006; 25(1):57-69. https://www.healthaffairs.org/doi/10.1377/hlthaff.25.1.57
Feb 15th BlackBoard Posting/Discussion	**Suggested Readings:** 1. Dafny, L and TH Lee. "Health Care Needs Real Competition," Harvard Business Review, 2016. https://hbr.org/2016/12/health-care-needs-real-competition **Assignment:** Why do hospitals represent a significant proportion of issues related to patient safety? What evidence is there that patient safety is actually improving for American hospitals? **Assignment (Postings due at 11:59 pm, 2/15/2021)**
Feb 22nd BlackBoard Posting/Discussion	**Assignment:** What are the main barriers in creating a culture of safety for hospitals? **Assignment (Postings due at 11:59 pm, 2/22/2021)**
February 23rd **Zoom Class**	**QUALITY OUTCOMES MANAGEMENT, PATIENT SATISFACTION** **Suggested Readings:** **https://www.beckershospitalreview.com/patient-engagement/55-of-healthcare-orgs-say-patient-experience-work-still-needs-improvement.html**

March 1st BlackBoard Posting/Discussion	**Suggested Readings: TBD** **Assignment:** How should hospitals improve their supply chain systems now that we are facing a major pandemic? What the top 3 initiatives hospitals can incorporate to improve their supply chain systems? **Assignment (Postings due at 11:59 pm, 3/1/2021)**
March 8th BlackBoard Posting/Discussion	**Suggested Readings: TBD** **Assignment:** What financial drivers are being changed now that hospitals are facing significant supply chain challenges? **Assignment (Postings due at 11:59 pm, 3/8/2021)**
March 9th **Zoom Class**	**FINANCE, SUPPLY CHAIN MANAGEMENT** **Suggested Readings:** 1. Cooper, Z et al. "The Price Ain't Right? Hospital Prices and Health Spending on the Privately Insured," 2015, https://healthcarepricingproject.org/papers/paper-1
March 15th – March 21st **Spring Recess**	**No weekly post**
March 22nd BlackBoard Posting/Discussion	**Suggested Reading: TBD** **Assignment:** How is "population health" and the "triple aim" interrelated? How are hospitals evolving their business models around these two areas? **Assignment (Postings due at 11:59 pm, 3/22/2021)**
March 27th **Zoom Class**	**HUMAN RESOURCES, INFORMATION SYSTEMS, POPULATION HEALTH** **Suggested Reading: TBD**
March 29th BlackBoard Posting/Discussion	**Readings: TBD** Assignment: What population health strategies would you implement as a CEO of a public hospital serving a large low-income population? What metrics would you examine closely?
April 5th BlackBoard Posting/Discussion	**Assignment:** How are hospitals evolving their employment models with physicians to not violate laws and maintain ethical practices?
April 6th **Zoom Class**	**PHYSICIAN ALIGNMENT, STRATEGY** **Readings: TBD**

April 12th BlackBoard Posting/Discussion	**Assignment:** How are governance structures in hospitals evolving to meet the needs of patient care and patient satisfaction? How do governance structures impact ethical decisions and strategy?
April 17th **Zoom Class**	**GOVERNANCE, ETHICS, STRATEGY** **Readings: TBD**
April 19th BlackBoard Posting/Discussion	**Assignment:** How do you define strategic management? How should hospitals evolve their strategic management thinking in order to provide quality patient care in a changing environment?
April 20th **Zoom Class**	**FINAL PRESENTATIONS**
April 24th BlackBoard Posting/Discussion	**Assignment:** What aspect of the class presented you the biggest learning opportunity on how hospitals operate? Explain why. **Assignment (Postings due at 11:59 pm, 4/24/2020)**

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 Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/.

Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the University Student Conduct Code (www.usc.edu/scampus), where the recommended sanctions are located in Appendix A. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/. Information on intellectual property at USC is available at: http://usc.edu/academe/acsen/issues/ipr/index.html.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online- forms/contact-us.This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage http://sarc.usc.edu describes reporting options and other resources.

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and

is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu