COURSE SUMMARY:

This course will consist of a series of cased-based examinations of specific managerial and leadership problems and decisions that have faced local health systems leaders in Western Pennsylvania. Health care reimbursement, licensing and accreditation, and measuring health care quality has become both more complicated and more important as pressures to reduce expenses and improve quality increase. Simultaneously, there has been a steady increase in the number of clinicians who have assumed managerial positions, such as medical directors of clinical units, directors of quality measurement and improvement programs, utilization review and many others, as well as the appearance of clinicians in the “C-suite” of many hospitals and health care organizations. Utilizing adjunct faculty who are currently (or very recently have been) executive leaders in health systems, this course will examine a series of collaborations, problems, conflicts and solutions that developed between health system administrators and clinical leadership in health care organizations in the Western PA area.

The mechanics of the course will be a series of cases, based on an actual recent issue in health care management in which the senior adjunct faculty member was involved. Students (individually or in groups) will evaluate the case, prepare a response, and make a short presentation of their “solution” to the problem to the health system executive and clinical leader involved in that case. An interactive discussion will follow.

This is a required course for students in the certificate in health systems leadership and management program, and can be used as an elective course by other students with permission of the instructor.
GUEST FACULTY:
Guest faculty comprise a group of senior health system executives who have developed management and leadership cases from their own experiences. They will conduct a session for each case, and will provide feedback, discussion and critiques of student’s evaluation of the case. The guest faculty will vary by semester. Each semester will typically involve the evaluation of 5 cases, each 3 weeks in length, each presented and developed by a different executive. The senior health executives listed below have all agreed to develop and present a case:

LEARNING OBJECTIVES:
After taking this course, the student will be able to:

- Identify the specific areas of conflict and agreement in a health care management problem that foster collaboration between management and clinical staff
- Gain skills in analyzing a problem from multiple points of view
- Develop skills in presentation and interaction with senior health system leadership

COURSE COMPETENCIES:
This course will address a series of competencies developed by the University of Pittsburgh MHA program, modified from competencies developed by the National Center for Healthcare Leadership, the AUPHA and others. The basic competency model is:

![Diagram of competency model]

This course will provide advanced skills and experiences in all of the cross cutting competencies, in all of the Self-Actualization competencies, The Contextual and Environmental Understanding competencies, and will use competencies already developed in Management to bring to bear on the cases. In Detail:
<table>
<thead>
<tr>
<th>Competency Model</th>
<th>Will this Competency be Emphasized in this Course?</th>
<th>Teaching Methods (e.g., Reading, Lectures, Guest Speakers, Class Discussions, Presentations, Field Experiences, Simulation, Consulting Project)</th>
<th>How Will You Assess? (e.g., weekly participation score, debate, policy memo, business plan, term paper, multiple choice exam, short-answer exam)</th>
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<tbody>
<tr>
<td>Cross Cutting</td>
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<tr>
<td>Analytical Thinking</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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<tr>
<td>Communication</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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<tr>
<td>Systems Thinking</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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<tr>
<td>Self-Actualization</td>
<td></td>
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<tr>
<td>Accountability</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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<tr>
<td>Professionalism</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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<tr>
<td>Self-Development</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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<td>Management</td>
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<td>Financial Skills</td>
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<td>Human Resources Management</td>
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<tr>
<td>Information Technology (IT) Management</td>
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<tr>
<td>Leadership</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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<tr>
<td>Performance Measurement and Process Improvement</td>
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<tr>
<td>Contextual-Environmental Understanding</td>
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<tr>
<td>Community Orientation</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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<tr>
<td>Organizational Awareness</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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<tr>
<td>Strategic Orientation</td>
<td>YES</td>
<td>Reading, In-Class Presentations, Cases</td>
<td>Case Review and Feedback; class discussion</td>
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Learning Methods:

This course will primarily use (80%) what CAHME describe as “higher level” teaching methods, which include in class presentations and case review; with only a small amount of background reading and lectures (20%).

Assessment Methods:
This course will exclusively use case review and feedback as an assessment of attainment of competencies. Guest leadership will evaluate each team based on how they would evaluate their own employee/colleague when faced with the case to review.

**COURSE REQUIREMENTS:**

Case Studies: Each student will read, evaluate and prepare a presentation and memo for each case. Each student will be responsible for producing:

- A 15-20 minute presentation to the senior executive regarding their analysis of the case, and their recommendation for the administrative/executive decisions.
- A short (2-page maximum) policy/decision memo, concisely detailing the problem, stakeholders, and proposed action.

Class Participation: Students are expected to be present in class, to make comments on other student’s presentations, and to engage in class discussions.

**COURSE EXPECTATIONS:**

It is expected that the students taking this class are planning to transition or grow into leadership roles in health care organizations, and therefore they take responsibility for their own education. Each student will be expected to complete each case reading, and prepare, within a group, a presentation and decision memo for each of the cases. Attendance at sessions is a component of the entire learning process, and any absence should be approved by the instructor first.

**REQUIRED TEXTS:**

None. Case-based readings will be distributed in class.

**SUPPLEMENTAL TEXTS:**

None

**ASSIGMENTS:**

Case Studies 100%

**GRADING SCALE (expected):**

Each case presentation will be evaluated by Dr. Roberts and the guest speaker. Grades on the presentation will use a letter grading system, A, A-, B+, B, B-, C+, C, C-, F. The following grading rubric will be used to evaluate the case presentations:

1) Completeness of analysis of the problem
2) Clarity of presentation (both visually and speaking)
3) Consideration/evaluation of all stakeholder interests
4) Conciseness and completeness of decision memo

**ACADEMIC INTEGRITY:**

All students are expected to adhere to the school’s standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The GSPH policy on academic integrity, which is based on the University policy, is available online at http://www.publichealth.pitt.edu/interior.php?pageID=126. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.
Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from GSPH.

The appropriate faculty member must document all student violations of academic integrity. This documentation will be kept in a confidential student file maintained by the GSPH Office of Student Affairs. If the student and instructor agree upon a sanction for a violation, the record of this agreement will be expunged from the student file upon the student’s graduation. If the case is referred to the GSPH Academic Integrity Hearing Board, a record will remain in the student’s permanent file.

**ACCOMODATION FOR STUDENTS WITH DISABILITIES:**

If you have any disability for which you are or may be requiring accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union at 412-648-7890 or TTY 412-383-7355 as early as possible in the academic term. This office will verify your disability and help you to arrange for reasonable accommodations for your full participation in this course.
COURSE TIMELINE OF TOPICS & ASSIGNMENTS:

Each case will involve three sequential weeks of class.

**Week 1:** Case background and introduction, with basic reading material and outline of the problem presented. Case materials and background reading will be provided through CourseWeb.

**Week 2:** Question and answer session. The guest executive will meet with the class to answer specific questions that the teams have developed during their review of the case. The executive can be asked to assume the role of any leadership individual involved in the case that the group wishes to ask a question of.

**Week 3:** Presentation of recommendations. Each team will present a 15-20 minute PowerPoint presentation describing their analysis of the case, and their recommendation for action by health system leadership. Each group will also turn in a “decision memo” outlining their proposed actions and the rationale behind them: this will not exceed 2 pages.

CASE #1

<table>
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<tr>
<th>Session 1.1</th>
<th>Emergency Room Crisis</th>
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Case materials are in Courseweb

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<tr>
<th>Session 1.2</th>
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Question and answer session

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<tr>
<th>Session 1.3</th>
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Group Presentations
Case 1 presentation due
Case 1 memo due
CASE #2

Session 2.1 | Hospital Capacity Management

Case materials are in Courseweb

Session 2.2

Question and answer session

Session 2.3

Group Presentations
Case 2 presentation due
Case 2 memo due

CASE #3

Session 3.1 | TBA

Case materials are in Courseweb

Session 3.2

Question and answer session

Session 3.3

Group Presentations
Case 3 presentation due
Case 3 memo due

CASE #4

Session 4.1 | TBA

Case materials are in Courseweb

Group Presentations
Case 4 presentation due
Case 4 memo due
CASE #5

Session 5.1 | TBA

Case materials are in Courseweb

Session 5.2

Question and answer session

Session 5.3

Group Presentations
Case 5 presentation due
Case 5 memo due