



**Introduction to the Business of Healthcare
Management**

BUS 305 – 01

Spring 2011

Tuesday 6:00 – 8:50

Bryan Building 114

Professor: Dr. Terrie C. Reeves

Office: 369 Bryan

Phone: 256-8591

Office Hours: You are welcome to call or stop by to ask questions or to chat anytime I am in my office. Please make appointments for longer discussions. Scheduled Office Hours are: 3:30 – 4:30 Tuesday and Thursday or by appointment. You may talk with me after class, and via email, I am glad to arrange other times. You may leave messages on my door or in my mailbox in the Department Office, Room 366. My e-mail address is TCReeves@uncg.edu. I try to answer all emails within 24 hours, so if I have not responded to your email within 24 hours, please send me another email.

Text:

Austin, A and Wetle, V. 2008. *The United States Health Care System: Combining Business, Health, and Delivery*. Upper Pearson, Prentice Hall: Saddle River, NJ

Articles as assigned, which will usually be posted (full-text or URL) on BlackBoard.

In addition to class time, I will communicate with you via email through BlackBoard and I will post notices on BlackBoard. BlackBoard uses your UNCG email address, so please check BlackBoard and your UNCG email regularly (every day). If I can't learn everyone's name during the first week, I will take your photograph in class and make "flash cards" for myself.

Catalogue Course Description:

Influence of healthcare services/systems on business organizations. Issues of healthcare organizations, professions, ethics, and assessment. Organizational patterns for healthcare delivery and issues in financing healthcare.

Prerequisites: sophomore standing or permission of instructor ; GPA of 2.0 or above.

Course description and goals:

This course is intended for upper level students. It is about the business of healthcare in the United States, and although it is an introduction to that business, it is not intended to be an introductory level course geared toward lower level students. Providing health services is a very big business with a very large impact on other businesses in the US today. Unlike the services of many other industries, health services are used by everyone in the US at some time. Also unlike many other industries, the health services business is largely dependent on assumptions and "ways of doing things" that have been determined, imposed, and maintained by our society. In addition, everyone seems to have an opinion about how health services should be managed, so making changes in the industry is very difficult.

The course goals are, first, to familiarize you with the system through which health services are delivered in the US today and with the impact the health services system has on other businesses in the US economy; secondly, to introduce you to the sociological, demographic, and economic bases that drive the US health services system today. The third goal of the course is to help you understand the role of the professions and of professional institutions in US health services and how health services managers fit into this professional schema. Finally, the course will show you how US health services are financed and the basis upon which they have been and will be evaluated.

Approach used in the Course:

This course will introduce you to many new ideas in a relatively short time. You will be expected to remember concepts and facts, but you will also be expected to discover information and do research on your own. A large portion of your grade will depend upon how successful you are at researching and cogently presenting information about a health services business topic you choose.

Your opinions and ideas are valued in this class and you are encouraged to voice them! However, successful completion of the course will probably require that you re-evaluate your opinions and carefully examine some commonly held opinions about US health services. Everyone benefits from hearing different viewpoints, and everyone has had some experience with the health services business, so we can all learn from each other. Active class participation will allow you to develop some of the skills you'll need as a manager in any industry but more importantly, will help your fellow students deepen their understanding based on your comments.

Student Learning Outcomes:

SLO1-- Upon successful completion of the course, students will be able to describe the major segments of the US health services system and the ways in which those segments are financed.

SLO2 -- Upon successful completion of the course, students will be able illustrate some challenges the US health services manager faces today.

SLO3 -- Upon successful completion of the course, students will be able to distinguish among the various roles government plays in the US health services system.

SLO4 -- Upon successful completion of the course, students will be able to explain some bases of demand for health services in the US.

SLO5 -- Upon successful completion of the course, students will be able to argue one side of a current issue facing the business of US healthcare by researching the issue presenting findings about the issue to colleagues.

SLO6 -- Upon successful completion of the course, students will know how to contribute to a leaning environment

COURSE PHILOSOPHY, POLICIES AND PROCEDURES.

This course is designed for upper level students who have an interest in US health services management and the business of the US health care system.

I commit to making the course as enjoyable as possible. I have high expectations for myself and I have high expectations of students.

I assume that students taking this course are upper level students willing to learn new materials, to react and respond to materials their classmates and I present, to debate the issues explored in class, and thus to actively participate in their own learning and in the learning of their classmates.

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I assume that students taking this course will devote the time and effort required to complete assignments by the dates specified.

I assume that students are willing and able to work on projects independently (I am always available for consultation if needed), and that for these projects they will formulate and defend their ideas on a chosen topic. I view my role as a “coach” so you must be “coach-able.” I believe that my job is to help you discover new ideas. **Please do not take this class if you are not willing or able to meet these assumptions.**

My assumptions imply that students will:

Be prepared for every class and hand assignments in on time

Attend every class on time

BLACKBOARD

In order to save paper, I have posted several longer documents on BlackBoard. Those documents are an extension of this syllabus, so be sure to read them. In addition, I may communicate with you through BlackBoard or make announcements on BlackBoard. I may also make changes to the assignments listed in the syllabus, depending upon how each session progresses. Please make sure your preferred email address is used by BlackBoard. Access to and frequent checking of BlackBoard will contribute to your success in this course.

The course is built on a point system: if you earn a certain number of points, you will earn the grade associated with that number of points. I do not use a curve, and I do not pre-specify the number of students who will receive each grade in the course. If you earned the points, you earned the grade.

Classroom conduct

Conduct in the classroom will be business-like and we will always conduct ourselves as professionals at all times. I welcome strong points of view and lively discussion in the classroom. You may always challenge things I say, but points will be subtracted from the totals for any student who is rude to or discourteous of his or her classmates (for example, you should not interrupt your classmates when one of them is speaking, and under no circumstances should you tell a classmate that he or she is wrong or stupid).

Please do not wear hats or other head coverings in class unless they are a part of your religious practice.

Turn your cell phones OFF. Please do not text or make or receive calls or check your phone during class. Check your phone and make your calls during break or after class. I do not text or answer my cell phone during class time, and I expect that you will show your classmates and me the same courtesy.

☛ **NOTE: If I see you interacting with any electronic device, e.g., phone, Ipod, MP3 player, etc. that is not part of the class, or if your cell phone should ring during class time, you are required to bring cookies (at least two per person) for everyone in the class to the next class meeting.** The rule applies to all electronic listening, reading, or gaming devices and to computers except when part of classroom activities.

You will use laptop computers during part of each class, but **not** during class-wide discussions and not until I specify that you should use them. I will give you time to input summaries of the discussions **after** we have finished our in-class discussions.

Inclement weather policy

If we experience snow, sleet, etc., I will follow the University’s decision about holding class. I will also try to send an email and to put a notice on BlackBoard about whether or not we are holding class. Use your good judgment. If you do not feel you can safely make it to class, do not come. Consider your safety to be more important than a class meeting.

Earning points.

You must earn at least half of the points on any individual assignment or test. If you do not earn at least half of the points, you will receive no points. For example, if an assignment is worth 50 points you must earn at least 25 points; if you earn only 24 points, I will record 0 points for you for that assignment and you may not make it up. Grading criteria for each assignment type will be posted on BlackBoard.

Contributing to a team

You will work teams. **If you are a "commuting" student, team meetings may require more commuting or more ingenuity. If you work, you must have enough flexibility to be able to meet with your team mates outside of normal class hours, if required.**

Your grade on the Pro and Con Assignment will be partially determined by your class mates and by your peer evaluation of your team mates (form posted on BlackBoard). No one will get a grade for any project until I have peer evaluations from all team members.

The decision to enroll in BUS 305 represents a commitment to me and to the other students that you will be responsible for the work assigned in the class or by your team and that you agree to follow the policies of the class, both as shown in this syllabus and as discussed in class. By signing up for the course, you commit to being a contributing class member. If you do not agree, please drop the class.

Teaching methods and assignments for achieving learning outcomes:

The course will use a variety of methods and assignments. Specific methods and assignments are listed directly below, and are then described in greater detail. Due dates for all assignments are listed on the "Class Schedule." There is a tentative "Class Schedule" at the end of this syllabus, but the on-line version that will be posted on BlackBoard will reflect any changes to the schedule, so be sure to check it! Criteria for earning points posted in BlackBoard.

SLO1 – Delivered through lecture and reading—chapters as assigned in the text and articles as posted on BlackBoard.
Delivered through group and small group discussion, through research in class and/or on an issue.

SLO2 – Delivered through lecture, class discussion, and reading (both in text and of research materials).
Delivered through completion of two "Current Events" Assignments.
Delivered through completion of "Team" Assignment.

SLO3 – Delivered through readings, small group, and class discussion.
Delivered through completion of two "Current Events" Assignments.

SLO4 – Delivered through lecture, class discussion, and reading.
Delivered through completion of two "Current Events" Assignments.

SLO5 – Delivered through completion of "Team" Assignment.
Delivered through on-line completion of "Library Tutorials" Assignment.

SLO6 – Delivered through completion of "Introduction" Assignment.
Delivered through class and small group discussion.
Delivered through "Hand written" Assignments as announced in class.
Delivered through contributing to a team to develop an argument for the "Team Assignment"

Detailed descriptions of Assignments

Introduction. Students post a head shot picture and compose a three paragraph descriptive essay about themselves to accompany the picture in order to introduce themselves to their peers and to foster a classroom learning environment.

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Post your head shot and your introduction under the “Introductions” Discussion Forum on BlackBoard.

(Maximum possible points = 20; in order to pass this course, you must complete this assignment and earn at least 10 of the possible points.)

Current Events Assignment. Students select, interpret, and present in 5 minutes three current newspaper or news magazine articles in order 1) to recognize the impact of current events on US health services, or 2) to recognize the various roles government plays in US health services as portrayed in the popular press, 3) to understand some of the problems facing health services managers.

Students will find and read a current article (current means within one month of the day you present the article) of at least 1500 words in one of the listed daily national or international newspapers. They will then present the article using the posted criteria, and hand in a short written summary of their presentation. Acceptable newspapers are *New York Times*, *Wall Street Journal*, *Financial Times*, *Washington (DC) Post*, or *the LA Times*. Acceptable weekly news magazine are *Time*, *Newsweek*, *Economist*, or *Business Week*. You will complete four of these assignments. We will devote up to one hour to this assignment each. If you have prepared a Current Events Assignment, but did not volunteer to present yours early in the class, you may not be allowed to present if we run out of time. There is also the possibility that someone else will choose the same article you chose. After you have presented your article, hand in a copy of the article with your name, the name of the newspaper or news magazine, and the date of the article on it along with your summary.

(Maximum possible points = 30/assignment. You must earn at least half of the possible points on each; if you do not earn at least 15 points on any one assignment, a grade of 0 will be recorded.)

Team Assignment. Students will plan, research, and present one side of an argument about a current healthcare issue. This is not an opinion assignment, but is intended to be research based. All the issues on the list are ones about which there is research supporting several viewpoints. The object of this assignment is so that you can learn how to carry out research and to present your findings to colleagues. Everything that you present must have a citation showing where you got the information, especially if you got the information from a web site. (Maximum possible points = 400 points; you and your team must complete this assignment and earn at least 200 points in order to pass this course. If you earn less than 200 points, or if any member of your team fails to hand in a peer evaluation sheet about the team members’ contribution, a grade of 0 will be recorded for this assignment for all team members.)

Evaluation assignment. Part of your grade on the Team Assignment will depend upon how well you research and present your argument. Your classmates will rate you compared to the team arguing another viewpoint on the issue. Extra points are assigned to the team that gets that highest number of “votes” from the class. Each class member who submits a response will also get points. You will hand write your evaluation and turn it in at the end of the session. You cannot earn points for an evaluation unless you are in class to hand it in. To earn maximum points, you will use the criteria presented at the library session in addition to the presentation. (Maximum possible points = 5 for each issue.)

Library Tutorials. Students will complete the Chapters assigned from the UNCG Library Tutorial section in order to develop research skills. To demonstrate completion, bring a copy of the certification you will receive upon completion of each chapter to class on the date noted for each chapter. Late certificates will not be accepted. (Maximum possible points = 5 per chapter; in order to pass this course, you must complete all of these assignments and hand them in on time.)

In class participation. Participation will be based on the criteria listed on BlackBoard. The criteria pertain to participation in class discussion, not to participation in your team. I will determine the extent of your participation after each class session, but my hope is that everyone will earn all possible points each session.

(Maximum possible points = up to 15 per class session. You will only earn the maximum number of points if you demonstrate that you have read the assigned material, contribute meaningfully to discussion, comment appropriately about

what other students have said.)

Exams. There will be two *exams*, format to be announced. (Maximum possible points = 150 per exam = optional final)

All assignments require that you express yourself understandably in English. If English is not your first language and/or you are not as fluent in English as in another language, please take advantage of the Speaking Center or the Writing Center, whichever is appropriate. Points will be subtracted for poor English.

All assignments are due as listed in the schedule, at the beginning of class, unless otherwise noted.

Grading

Points used for grading:

Assignment		Maximum possible points
Introduction		20
Library Tutorials	@ 5 points per chapter, 8 chapters	40
In class participation	@ 15 points per class session, 8 sessions	120
Current Events Assignment	@ 30 points per assignment, 3 assignments	90
Team Assignment		400
Evaluation Assignments	@ 5 points per issue, 4 issues	20
Exams	@150 points per exam, 2 exams	300
TOTAL POINTS		990

Grading scheme

Range of points earned		Grade Earned
From	To	
Greater than 885		A
860	884	A-
845	864	B+
800	844	B
780	799	B-
755	789	C+
715	754	C
690	714	C-
670	689	D+
630	669	D
610	629	D-
Less than 610		F

ACADEMIC INTEGRITY IS TAKEN VERY SERIOUSLY IN THIS CLASS!

You are responsible for knowing and following the academic integrity policy of UNCG. **Any breaches of academic integrity policy will result in the maximum sanctions allowed under the policies! I really mean it!** We will discuss this policy briefly in class, but you are responsible for knowing all parts of the policy, whether we cover all parts in class or not. By signing the last page of this syllabus, you agree to abide by and be bound by the academic integrity policy of UNCG, which can be found at <http://academicintegrity.uncg.edu/complete/>

Being bound by the UNCG academic integrity policy means, in addition to many other things, that you have not copied from anyone without attributing the copied materials to that person. In other words, you have one of two options. 1) Either you do not use any information (oral or written), any materials, any writing, or any representations of any sort that were prepared by anyone other than yourself (or you and your group), or that were given or sold to you by current or former students or paper-writing services, or that were taken from any electronic sources; 2) Or, alternatively, you did include a complete citation for the source of any materials, information, writings, or other representations that were prepared by others and that you used. We will discuss citations in class. Please, come talk with me if you have any questions about academic integrity! There is no reason for you to cheat in this class, so don't do it.

Topic and Assignment Schedule

Subject to revision. Assignments are due by the due time.

Date	Session/Topic	Reading	Assignments/due time & date
Jan 11	Introduction the Business of Healthcare	Chapters 1, & 2	Introduction Assignment due by 5:00, Jan 14 at 5:00 PM In-class: Plagiarism Tutorial
Jan 18	Payment Process	Chap 3 & 4	Library Tutorial Ch. 1 and 2—bring to class Current Event Assignment, if you want
Jan 25	Library Session	UNCG Library computer lab	Library Tutorial Ch 3 and 4—bring to class
Feb 1	Providers: Physicians and Nurses	Chap 5 & 6 <i>“The Tight Grip of Health Insurers”</i>	Library Tutorial Ch 7 and 8—bring to class Current Event Assignment, if you want
Feb 8	Other Clinical Providers Primary Care	Chap 7 & 8 “The Cost Conundrum”	Library Tutorial 5 and 6—bring to class Current Event Assignment, if you want
Feb 15			First Exam
Feb 22	Secondary Care	Chap 9	Current Event Assignment, if you want
Mar 1	Tertiary Care and Mental Health	Chap 10 & 11	Current Event Assignment, if you want
Spring Break			
Mar 15	Public Health	Chap 12 “Health Care (A Special Report)”	Current Event Assignment, if you want
Mar 22	Medical Technology and Health Care Research	Chap 13 & 14	
Mar 29			Second Exam
Apr 5	Presentations		
Apr 12	Presentations		
Apr 19	Presentations		
Apr 26	Presentations		
May 3	Final Exam: 7:00		