



Healthcare Administration (Online)

MHA 6530-002 | Fall 2021

Webinar – Thursdays 6:00pm

CONTACT

Professors:	Steve Walston (Modules 1 – 5)	Rand Kerr (Modules 6 – 10)
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COURSE DESCRIPTION

Healthcare Administration serves as an introductory course to the field healthcare administration. The course is designed to give students exposure to a myriad of healthcare organizations and their challenges. Through readings, case studies, simulations, and guest lectures, this course aims to illustrate the reality of healthcare administration and relevant issues facing healthcare leaders today.

COURSE OVERVIEW

This class is designed to have all participants learn from each other as well as from faculty and guests. It is highly interactive and, therefore, participation from all participants is critical. Active involvement in online assignments and readings will substantially contribute to your success in the course.

LEARNING OBJECTIVES

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

- Describe the major components of the healthcare industry and their interrelationship.
- Contrast the differing perspectives on the responsibility and availability of healthcare.
- Analyze and recommend differing methods in which the administration of healthcare may be improved.
- Illustrate the current and predicted payment forms for healthcare.

REQUIRED TEXT AND COURSE MATERIALS

Walston, S. and K. Johnson (2021) Healthcare in the United States, Health Administration Press

COURSE GRADES

Grading will be determined through seven methods, as shown below:

Weekly Quizzes (8 quizzes x 15 points each)	120 points	12%
Case Analyses (8 case analyses x 25 points each)	200 points	20%
Peer Grading (8 cases x 10 points each)	80 points	8%
Midterm Exam	150 points	15%
Group Presentation	150 points	15%
Final Exam	150 points	15%
Papers (2 papers X 75 points each)	150 points	15%
TOTAL	1,000 points	100%

METHOD OF INSTRUCTION

Readings: Readings should be completed prior to viewing the lectures.

Lecture Videos: Students are expected to view all pre-recorded videos, which will supplement readings and prepare students for their assignments and exams.

Weekly Quizzes (12% - 120 points): Eight quizzes will be given throughout the semester. Quizzes are designed to help assess understanding of the module's material. The quizzes will be time limited at 15 minutes and will begin/open at Tuesday at 5:45 pm and close Thursday at 5:45 pm. Each quiz will be comprised of 15 multiple choice and/or true/false questions and cover the materials covered during that module. Students may only take each quiz one time.

Weekly Live Webinar: Webinars will include guest experts in the content covered the prior week or an open forum discussion time to review materials covered the prior week. Webinars will be held at 6:00 pm each Thursday, following the quizzes. On occasion guest experts will present.

Tips for engaging on Zoom webinars:

1. Sit in a well-lit and quiet place.
2. Unless you're talking, **stay muted** to reduce background noise.
3. Keep your video on during the webinar to connect to your instructor and classmates.
4. Be mindful of what's going on behind you or use a virtual background such as the [University of Utah professional virtual backgrounds](#).

Please Note: You may not share, distribute, capture, or download the webinar. This material is subject to the University of Utah's copyright policy that all students previously agreed to, which prohibits unauthorized use and distribution without permission.

Assignments: Assignments are designed to connect your knowledge to the assigned readings. All assignments will be due Friday at 5:00 pm of the week they are due.

1. **Case Analyses** (20% - 200 points): Eight Case Analysis Due in Modules 1-4 and 6-9.
2. **Peer Grading** (8% - 80 points): After completing each of your eight cases, you will grade a peer’s case analyses using the grading rubric below.
3. **Papers** (15% - 150 points total): Two three-page papers, single-spaced, 12-point Times Roman font, with a minimum of five sources in APA format. Refer to grading rubric below.
 - Module 5 Paper (75 points) will analyze one of healthcare’s component industries. Briefly describe the component industry, its challenges, potential solutions, and its future.
 - Module 10 Paper (75 points) will cover one lecture topic that impressed you the most. Expand upon the topic and how it will influence you as a leader.

Case Analyses and Papers Rubric:

Area	Excellent	Good	Fair	Poor
Grammar	6 pts	4 to 5pts	3 to 4 pts	0 to 2 pts
Use of Assigned Class Materials	7 pts	4 to 6 pts	3 to 4 pts	0 to 2 pts
Quality of Analysis	7 pts	4 to 6 pts	3 to 4 pts	0 to 2 pts
Options Considered and Recommendations	5 pts	3 to 4 pts	2 to 3 pts	0 to 1 pt

4. **Midterm and Final Exams:** Midterm and final exams will be open book and a mix of open questions, multiple choice and true/false. Students will be given 1½ hours to complete the exams.
 - a. **Midterm Exam** (15% - 150 points will cover the first five weeks’ materials.
 - b. **Final Exam** (15% - 150 points) will cover the last five weeks’ materials.
5. **Group Presentation** (15% - 150 points): Each team will prepare one presentation that will be recorded and turned in. Teams will be randomly assigned with 3-4 students per team. Refer to the grading rubric below.

Groups will:

- Pick a current healthcare challenge
- Record and submit a 10–15-minute presentation
- Use PowerPoint slides
- Provide the background and problem identification
- Identify critical issues
- Identify possible options and solutions
- Give final recommendation(s) and your supporting arguments

Presentation & Paper Grading Rubric

Excellent (135 to 150 Points)	Good (120 to 134 Points)	Below Average (Less Than 120 Points)
Clear, concise writing and presenting style (27 to 30 points)	Minor issues with clear, concise writing and presenting style (24 to 26 points)	Major issues with clear, concise writing and presenting style (< 24 points)
Includes basic elements necessary + much more (27 to 30 points)	Includes basic elements necessary (24 to 26 points)	Does not include basic elements necessary (< 24 points)
Demonstrates expertise on topic (27 to 30 points)	Some expertise on topic (24 to 26)	Minimal expertise on topic (< 24 points)
Focused on insights and recommendations (27 to 30 points)	Not appropriately focused on insights & recommendations (24 to 26 points)	Too much focus on team analysis (< 24 points)
Strong organizational structure & flow (27 to 30 points)	Some organizational structure, story a bit unclear (24 to 26 points)	Minimal organizational structure, no story with choppy presentation (< 24 points)

COURSE TECHNOLOGY

If you are new to Canvas, check the [Student Guide](#) for help. Make sure you meet [computer specifications and have a current browser](#), a good Internet connection, a webcam and microphone (internal or external). [Add your profile picture](#) to allow classmates to “see” you.

For Canvas technical issues please do one of the following:

1. Contact 24/7 Canvas Support directly at 1-844-527-0328
2. Use "Help" in Canvas to chat with Canvas support.
3. Call the University' help desk at (801) 581-6112 during business hours or email at classhelp@utah.edu.

DAVID ECCLES SCHOOL OF BUSINESS STATEMENT OF GRADING POLICY

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives.

PROFESSORS' SHORT BIOGRAPHY

Dr. Stephen L. Walston has worked both as a professor and healthcare administrator. Currently he serves as the Director of the University of Utah's Master of Healthcare Administration (MHA) program. Previously he served as the Vice President for Academic Affairs at the University of Utah Asia Campus (UAC) located at the Incheon Global Campus in Songdo, Korea. He has also been the Associate Dean for Academic Affairs at the University of Oklahoma's College of Public Health, a MHA program director at Indiana University and faculty member at Cornell University in Ithaca, New York. He also worked prior to his academic career as an executive for fourteen years in hospitals in the Western United States. During this time, he was a chief executive officer for ten years. He became a fellow in the American College of Healthcare Executives in 1993. He earned a doctoral degree from the Wharton Business School at the University of Pennsylvania.

Dr. Walston has been active internationally and has worked in many Middle Eastern and Central American countries helping organizations to improve their strategic direction and leadership capabilities. He served on the Saudi Arabian Ministry of Health's International Advisory Board for five years. He currently serves on the Gardner Policy Institute Health Care Advisory Board. He has published in many different highly prestigious journals in the United States and Europe, along with six books. He is fluent in Spanish. In his free time, he enjoys woodworking, beekeeping, reading, bicycling, gardening, and helping his six children and grandchildren.

Rand Kerr has been an Assistant Professor at the University of Utah since 2020. He started teaching as an adjunct professor beginning in 2013 at Weber State. Before coming to the University of Utah, he spent 25 years working in healthcare administration. He worked four years as the Division Vice President of Operations for the HCA Mountain Division. In this position, he oversaw operations, physician alignment, and strategy for HCA hospitals in Utah, Idaho, and Alaska. Prior to that, he worked ten years as a CEO of hospitals at Lakeview Hospital and Lone Peak Hospital. Before that, he worked nine years as a COO of hospitals at St. Mark's Hospital and Alaska Regional Hospital. He also worked for two years as the Associate Administrator of St. Mark's Hospital.

Rand Kerr served in many other leadership capacities including serving as the Regent for the State of Utah for the American College of Healthcare Executives, Chairman of the Board for the Davis Chamber of Commerce, and was a Founding Board Member of the HCA Leadership Institute. Other service includes being a Board Member for the Utah Healthcare Executives, Davis County Chamber of Commerce, Utah Specialty Hospital, Alaska Blood Bank, University of Utah MHA Advisory Board, and the Weber State MHA Advisory Board. He received his Masters of Healthcare Administration from Tulane University and his Bachelors of Science in Psychology from Brigham Young University. When not teaching, he likes working in his wood shop, spending time with his family, reading a book, riding a bike, or working in his wood shop.

ACADEMIC CONDUCT AND RESPONSIBILITIES

David Eccles School of Business Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities ([Policy 6-400](#)). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

Student Conduct in Remote Learning Contexts

The [Student Code](#) remains in place for all students whether a course is offered in person, online, or remotely. The instructor's intellectual property rights and the privacy of all course participants must not be violated by students at the Eccles School of Business. Students may not share course materials with non-class members without explicit written permission from the course instructor. Harassment or bullying of instructors and students, including via electronic media, the internet, social networks, blogs, cell phones, and text messages, will not be tolerated. Students found responsible for such infractions are subject to disciplinary sanctions. Students may not record any part of a class session without the express consent of the instructor, unless approved as a disability accommodation. Individual course instructors may record course sessions but only for use by registered class members for instructional purposes. All recordings will be housed on secure platforms authorized by the University of Utah (e.g., Canvas). Students also have the right to fair treatment by their instructors. This right, and other important rights, are outlined in Section Two of "Policy 6-400: Code of Student Rights and Responsibilities ("Student Code")." This can be accessed through the [Dean of Students website](#).

UNIVERSITY POLICIES

Americans with Disabilities Act Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All

written information in the course can be made available in alternative format with prior notification to the Center for Disability Services.

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Undocumented Student Support Statement

Immigration is a complex phenomenon with broad impact--those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Diversity / Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. (Source: University of Iowa College of Education)

COURSE SCHEDULE

Due Dates and Times are Posted in Canvas

Module	1	2	3	4	5	6	7	8	9	10
Quizzes	1	2	3	4		5	6	7	8	
Case Analyses	1	2	3	4		5	6	7	8	
Peer Grading	1	2	3	4		5	6	7	8	
Papers					1					2
Presentation										Submit
Exams					Midterm					Final

MODULE 1: What is Healthcare? Business Models

- Read:** Asch, D. and K. Volpp (2012) What Business are we in? The emergence of health as the business of health care. New England Journal of Medicine, September 6, 2012 367:10
- Read:** Walston, S. (2018) Strategic Healthcare Management, Chapter 3 Business Models, Pages 46-55
- Read:** [PWC Health Research Institute \(2020\) Top health industry issues of 2021: Will a shocked system emerge stronger?](#), Pages 1 to 18
- Watch:** Module 1 Lecture Videos
- Submit:** Module 1 Quiz
- Attend:** Live Webinar
- Submit:** Module 1 Case – The Business Model of Telemedicine versus a Primary Care Office Visit
- Review:** Complete the Module 1 Case Peer Review assigned to you.

MODULE 2: Healthcare Institutions: Acute Care, Nursing Homes, Hospice, The Pharmaceutical and Medical Device Industry, Prescription Drugs, and Drug Costs

- Read:** [Gebreyes, K., W. Gerhardt, J. Wainstein, and L. Korenda \(2020\) Is the hospital of the future here today?](#) Transforming the hospital business model, Deloitte Insights, June 25, 2020
- Read:** Textbook Chapters 3, 4, and 5
- Watch:** Module 2 Lecture Videos
- Submit:** Module 2 Quiz
- Attend:** Live Webinar

Submit: Module 2 Case - Watch WSJ Video: [How Drug Prices Work](#) and write a one-page analysis that describes what the major problems and complexities exist in pharmaceutical drug supply change and pricing.

Review: Complete the Module 2 Case Peer Review assigned to you.

MODULE 3: Health Insurance and the Challenges of How to Pay for Healthcare

Read: Porter ME & Kaplan R. How to pay for health care. Harvard Business Review, 2016, 94(7-8): 88-100.

Read: James, B. & G. Poulsen. The Case for Capitation. Harvard Business Review, 2016, 94(7-8): 103-111.

Read: [U.S. Health Insurance Coverage in 2020: A Looming Crisis in Affordability](#), (2020). The Commonwealth Fund, August 19, 2020

Read: Textbook Chapter 9

Watch: Module 3 Lecture Videos

Submit: Module 3 Quiz

Attend: Live Webinar

Submit: Module 3 Case - Watch “[Risk Pooling](#)” and “[Selection Impact on Risk Pools and Premium Costs](#)” which follows from [Week 2 of Future Healthcare Payment Models on Coursera](#) and write a one-page paper that addresses at least five factors discussed in the short video regarding risk pools, how their determination impacts insurance premiums, adverse selection, and how they influence the purchase or nonpurchase of health insurance.

Review: Complete the Module 3 Case Peer Review assigned to you.

MODULE 4: Mental Health & Healthcare Innovation

Read: Christensen CM et al. Will disruptive innovations cure health care? Harvard Business Rev 2000, 78(5):102-112

Read: Christensen, C., A. Waldeck and R. Fogg, [How Disruptive Innovation Can Finally Revolutionize Healthcare](#), Christensen Institute, Spring 2017,

Read: [Mental Health America, 2021 The State of Mental Health in America](#),

Read: Textbook Chapter 6

Watch: Module 4 Lecture Videos

Submit: Module 4 Quiz

Attend: Live Webinar

Submit: Module 4 Case - After reading both Christensen articles, write a one-page paper on what you think will change in healthcare in 10 years and how disruptive innovation will help create these changes.

Review: Complete the Module 4 Case Peer Review assigned to you.

MODULE 5: The U.S. Healthcare System Compared to Other Countries' Systems

- Read:** Yeginsu, C. (2021) [Why Medical Tourism is drawing patients, even in a pandemic](#), The New York Times, January 19, 2021
- Read:** Textbook Chapter 13
- Watch:** Module 5 Lecture Videos
- Attend:** Live Webinar
- Submit:** Module 5 Paper - Write a three-page paper analyzing one of healthcare's component industries (single-spaced, 12 Times Roman font).
- Submit:** Midterm Exam

MODULE 6: Healthcare's Professional Careers / Health Administrative Careers

- Read:** Textbook Chapter 2 - Healthcare Professions
- Read:** Boosting Clinical Knowledge, Healthcare Executive, Kenneth White, Jul/Aug 2019
- Watch:** Module 6 Lecture Videos
- Submit:** Module 6 Quiz
- Attend:** Live Webinar
- Submit:** Module 6 Case - Write a one-page paper on a different clinical career and administrative career path that you would consider outside of your current desires. Explain why you would choose that path and include what you think are the biggest personal difficulties and rewards you would encounter from taking each career path.
- Review:** Complete the Module 6 Case Peer Review assigned to you.

MODULE 7: Government Involvement in US Healthcare

- Read:** Textbook Chapter 7 - Government Involvement in US Healthcare
- Read:** [I'm the Administrator of Medicaid and Medicare. A Public Option is a Bad Idea](#), Washington Post, Seema Verma
- Read:** Building a Culture of Transparency in Healthcare, HBR, Gary S Kaplan, Nov 2018
- Watch:** Module 7 Lecture Videos
- Submit:** Module 7 Quiz
- Attend:** Live Webinar
- Submit:** Module 7 Case - Write a one-page paper on whether you think the government should do MORE or LESS in healthcare and what they should do more or less to improve the overall healthcare sector in the United States.
- Review:** Complete the Module 7 Case Peer Review assigned to you.

MODULE 8: Economics of Healthcare / Continuum of Care

- Read:** Textbook Chapter 8 - The Economics of Healthcare
- Read:** Service Lines: Working Toward a Value Based Future, Frontiers of Health Services Management, J. Lutz, P Zalucki & M Finarelli, Volume 37 Number 3
- Watch:** Module 8 Lecture Videos
- Submit:** Module 8 Quiz
- Attend:** Live Webinar
- Submit:** Module 8 Case - Write a one-page paper on what you think will be the biggest shifts in healthcare economics over the next 10 years and what healthcare organizations need to do to prepare for the economic shift.
- Review:** Complete the Module 8 Case Peer Review assigned to you.

MODULE 9: Value-Based Care / Population Health

- Read:** Textbook Chapter 7 - Population Health
- Read:** Race to the Top of the Value Based Purchasing Program, Journal of Healthcare Management, March-April 2021 - Volume 66 - Issue 2 - p 95-108
- Watch:** Module 9 Lecture Videos
- Submit:** Module 9 Quiz
- Attend:** Live Webinar
- Submit:** Module 9 Case - Write a one-page paper on what you think is the biggest hurdle for a hospital in developing a Value-Based-Care program. Take the role of CEO and describe what you would do to overcome that hurdle.
- Review:** Complete the Module 9 Case Peer Review assigned to you.
- Submit:** Group Video Presentation (10-15 minutes) with PowerPoint slides on a current healthcare challenge.

MODULE 10: Leading Change

- Read:** Leading Change: Why Transformation Efforts Fail, HBR, John P. Kotter, Jan. 2007
- Read:** How to Manage Managers, HBR, Amy Gallo, Aug 2016
- Read:** [8 Behaviors of the World's Best Managers](#), Gallup Organization, Ryan Pendell, December 2019
- Watch:** Module 10 Lecture Videos
- Attend:** Live Webinar
- Submit:** Module 10 Paper - Write a three-page paper on one lecture topic that impressed you the most. Expand upon the topic and how it will influence you as a leader.
- Submit:** Final Exam