

Department of Health Management and Policy
Faculty of Health Sciences
American University of Beirut

HMPD 204 – Section 1
Introduction to Health Services Administration
Fall semester AY 2017 - 2018

Course Instructor:

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Office hours: Feel free to use my e-mail to address questions and issues. For those who prefer person - to - person communication, please schedule an appointment through e-mail.

Class time and location:

Lecture: Monday, 1:00-1:50 pm; Room 101
Lecture or Lab: Wednesday 12:00-3:00 pm; Room 101 or in the field

Course description:

This course offers an in-depth examination of the diverse components that form a health system. It provides an opportunity to describe and analyze how provider settings, health care personnel, financial resources, technology, and the government interact to meet and serve the health care needs of populations.

Course learning objectives:

The goal of the course is to acquaint the students with the main managerial functions of health services delivery systems ***through direct interaction with health care providers.***

On successful completion of the course students will be able to:

1. Identify the essential components of health systems
2. Demonstrate understanding of quality of care issues and ***apply performance improvement tools in a community setting***
3. Describe the core functions under human resources management and ***apply them in a community setting***
4. Discuss the influence of technology on the delivery of health services
5. Describe Health Information Systems and its applications and discuss its advantages and disadvantages
6. Identify and describe financing arrangements and funding mechanisms for health services
7. Discuss public health ethical concerns as it relates to health systems
8. Explain how major components of the system are interrelated and impact the delivery of health services ***informed by the experience in the community***
9. ***Reflect critically on the interaction between theory and real life situations (challenges faced in the application of scientific tools and methods to real life situations)***
10. ***Develop skills working as a group in a professional setting.***

Method of instruction

This course is delivered through interactive lectures and discussions. It includes a **Service Learning** component.

“Service learning is a method of teaching which combines academic instruction, meaningful service to the community and critical reflective thinking to enhance student learning and social responsibility”. Service Learning differs from volunteerism and internship through its use of “structured, critical inquiry” and the importance placed on establishing partnerships with communities and generating mutual benefit.¹

The service learning component of this course is intended to allow students to experience non-traditional class room teaching. This opportunity allows to “share” and “receive” knowledge and expertise leading to enhanced learning for students and benefit to the community.

Required readings

The required textbook for this course is: Lawrence F. Wolper, Health Care Administration (Fifth Edition). Jones and Bartlett Publishers (2011).

The material in the textbook will also be supplemented with additional book chapters and articles related to the topics that are under discussion.

Course requirements and student evaluations:

Your performance in this course will be evaluated based on:

	Assessment	Percent	Linked to which objectives?
A.	Attendance and Class Contribution: Students should come to class prepared to discuss the readings (chapters and articles) and openly exchange ideas in the class.	10%	
B.	Service learning assignment: Students will be divided into groups of 3 or 4. Each group will be placed in one community setting and will be asked to work on specific tasks. Tasks are described in the next section.	20%	2 or 3; 8 & 10
C.	Reflective writing exercises: Students will write, individually, two guided reflections that will allow them to document the learning that has occurred from their interaction with partners.	20%	7 & 9
D.	Community partner assessment: The community partner will fill an evaluation form assessing each student's performance and attitude.	10%	2 or 3; 7, 9 & 10
E.	Final Exam	40%	1, 2, 3, 4, 5, 6 & 7

¹ Duquesne University, Office of Service Learning. Syllabus Template for Classes with Service-Learning Components. October 2008.

Description of the Service Learning activities

- This course has partnered with organizations that serve mainly the area of Karantina-Burj Hammoud-Nabaa-Sin El Fil and some that serve disadvantaged or vulnerable populations in Beirut.
- A list of the partners with the specific assignment and contact information will be provided to the students during the third week of the semester. Students will form groups of 3 or 4 and each group will select one organization to be placed in. From the support provided to the partner, students will gain better understanding of the processes and tools learned in class and their implications on quality and cost.
- Time commitment: Students will spend a total of 8 hours from the total class hours at the partner site between the period of October 4 and December 7. The final schedule of visits will be agreed upon between the students, the course instructor and the partner.
- *The output of the task will be graded for structure and quality of content.* The format of the output will be determined in agreement with the partner and instructor. *The output has to be approved for content by the partner before submission to the instructor.*
- Transportation to and from the site will be covered and arranged by the Center for Public Health Practice (CPHP) of the Faculty of Health Sciences. All members of a group will share one taxi to and from the site. **No reimbursement will be made for transportation reserved and paid by the student.**

Course ethics and AUB/FHS policies

- The service learning component will require that you work off campus with partner institutions and community settings; please maintain at all times a high degree of professionalism, confidentiality in relation to the internal affairs of the hosting organization, respect for others and time, and a proper dress code.
- *Academic Integrity:* Cheating and Plagiarism will not be tolerated. Review the student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. The AUB student code of conduct is available on the following web page <https://www.aub.edu.lb/sao/Documents/Student%20Handbook%202016-2017.pdf>. If you're in doubt about what constitutes plagiarism, ask your instructor because it's your responsibility to know. The American University of Beirut has a strict anti-cheating policy. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records.

- *Students with Disabilities:* AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; [+961-1-350000](tel:+961-1-350000), x3246; West Hall, 314.

- *Non-Discrimination – Title IX – AUB:* AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University’s non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University’s Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University’s Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Evaluation of the course

- **Assessment of students’ expectations and experience:** At the beginning and upon completion of the course, you will be asked to fill a questionnaire that assesses your expectations from SL (pre-test) and whether SL has enhanced your learning and civic engagement (post-test). The post assessment will also evaluate the adequacy and responsiveness of the community setting where you were placed. *These questionnaires are anonymous and voluntary; you can choose not to participate in this evaluation; I guarantee that opting out will not affect your status in the course in anyway.*
- **ICE evaluation**

Detailed Course schedule and lessons plan

Date	Subject	Reading Material
Aug. 30	Intro to the Course	
Sept. 4	<i>Opening Ceremony. No class</i>	
Sept. 6 <i>LO 1</i>	What is a Health System? - The evolution of HS - Introduction to the concepts of Access, Utilization, Equity, Governance	Health Care Administration, Laurence F. Wolper, Fifth Edition (Chapter 12)
Sept. 11 <i>LO 9</i>	Reflective writing exercise	
Sept. 13 <i>LO 1</i>	The Delivery of Healthcare Services - Primary prevention to tertiary care - Ambulatory vs. hospital based	Prevention is Primary, Larry Cohen et al, (Chapter 1) Health Care Administration, Laurence F. Wolper, Fifth Edition (Chapter 10) Intro to Health Services, S. Williams & P. Torrens, 7 th ed. (Chpt 8) or 5 th ed. (Chpt 10)
Sept. 18, 20 <i>LO 2</i>	Quality of care - Assessing and improving quality - Patient safety and accreditation	Health Care Administration, Laurence F. Wolper, Fifth Edition (Chapter 17)
Sept. 22	DUE: SL groups and choice of site and project	
Sept. 25, 27 <i>LO 3</i>	Human Resources Management - Recruitment and retention - Performance appraisal	Managing Human Resources in Health Care Organizations, Leiyu Shi, (Chpt 1. P. 1-20; Chpt. 3) Human Resource Management, Raymond J. Stone, 4 th ed. (Chapter 22)
Oct. 2	Preparation for the first visit to partner sites	
Oct. 4 <i>SL</i>	Orientation visits at partner sites Accumulated sessions: 1	
Oct. 9	DUE: Guided Reflection 1	
Oct. 9 <i>LO 3</i>	Exercises on HR	
Oct. 11 <i>SL</i>	Definition of specific objectives and preparation of contracts with partners Accumulated sessions: 2	
Oct. 16	DUE: Contract with partner	
Oct. 16, 18 <i>LO 4 & 5</i>	Technology in HCS - Implications - Health Information Technology - Materials Management Tools	Health Care Administration, Laurence F. Wolper, Fifth Edition (Chapters 8 & 15)

Oct. 23 SL	Discussion of contracts and reflections	
Oct. 25	Work on site Accumulated sessions: 3	
Oct. 30 LO 6	Financing and Structuring Health Care - Financing health systems	Intro to Health Services, S. Williams & P. Torrens, 7 th ed. (Chpts 4 & 5) or 5 th ed. (5 & 6)
Nov. 1 SL	Work on site Accumulated sessions: 4	
Nov. 6 SL	Briefing on requirements of draft 1 of SL assignment	
Nov. 8 LO 6	Financing and Structuring Health Care - Reimbursing providers - Lebanese HCS - Exercises	Handout: Provider Payment Methods and Incentives, Randall P. Ellis and Michelle McKinnon Miller
Nov. 10	DUE: Submission of 1 st draft of assignment to instructor	
Nov. 13	Innovation in HCS - The need for innovation in HCS - How innovation can change HCS	Readings will be shared by instructor
Nov. 15 SL	Discussion of students' drafts with Instructor	
Nov. 20 LO 7	Ethical Considerations pertaining to Health Systems	Belmont Report Intro to Health Services, S. Williams & P. Torrens, 7 th ed. (Chapter 15)
Nov. 22	<i>Independence Day. No class</i>	
Nov. 27 LO 7	Ethical Considerations pertaining to Health Systems (ct'd)	Belmont Report Intro to Health Services, S. Williams & P. Torrens, 7 th ed. (Chapter 15)
Nov. 29	Work on site Accumulated sessions: 5	
Dec. 1	DUE: Submission of revised 1 st draft of assignment to partners	
Dec. 4	Guidelines for final reflection and final report	
Dec. 6 SL	Discussion of output with partners Accumulated sessions: 6	
Dec. 19	DUE: Final Submission of assignment	
Dec. 19	DUE: Guided Reflection	

