

**Faculty of Health Sciences
Department of Health Management and Policy**

**Introduction to Health Services Administration
HMPD 204 – Section 2**

Fall 2017

Class Time

Lecture: Monday & Wednesday 14:00-14:50; Room 103

Lab: Monday 15:00-17:00; Room 103 or in the field

Course Instructor

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Office hours: Mondays 11:00 – 13:00 or upon appointment

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.

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.

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

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.***

Assessment of student performance

Your performance in this course will be evaluated based on:

1. ***Class attendance, participation and guided reflective discussions (15%):***
Students should come to class prepared to discuss the readings (chapters and articles) and openly exchange ideas in the class. The guided reflective discussions will assess learning objectives 8, 9, and 10.
2. ***Service learning assignment (20%):*** 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. *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.*
3. ***Community partner assessment (5%):*** The community partner will fill an evaluation form assessing **each student's** performance and attitude.
4. ***Mid term (25%)***

5. Final Exam (35%)

Description of the Service Learning activities

- This course has partnered with community organizations that serve disadvantaged or vulnerable populations in Beirut. Names and addresses will be provided early in the semester.
- 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 1 and December 5.

Readings

The course readings will be adopted from the following books:

1. Stephen J. Williams and Paul R. Torrens, editors, Introduction to Health Services (Seventh Edition). Thomson Delmar Learning (2008).
2. Lawrence F. Wolper, Health Care Administration (Fifth Edition). Jones and Bartlett Publishers (2011).

In addition to other articles related to the topics that are under discussion.

Transportation

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.**

The final schedule of visits will be agreed upon between the students, the course instructor and the partner.

Course ethics

- 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.

Before the start of the SL activity, a contract will be prepared by each group with the partner and the instructor of the course detailing the responsibilities and expectations of each party.

- Cheating and Plagiarism will not be tolerated. Review the student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. 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.

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**

- **Students with Disabilities**

Staff members of the AUB Office of Student Affairs, Room 113, West Hall, coordinate accommodations and services for students with special needs. If you have a disability, for which you may request accommodation in AUB classes, consult the website for more information and make arrangements with the Coordinator (http://www.aub.edu.lb/sao/Pages/Students_20with_20Special_20Needs.aspx). Also, please see the instructor of this course privately in regard to possible support services that can be provided to you.

- **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.

Detailed Course schedule and lessons plan

<i>Date</i>	<i>Subject</i>	<i>Reading Material</i>
Week 1	Intro to the Course	
Week 2	What is a Health System?	Health Care Administration, Laurence F. Wolper, Fifth Edition (Chapter 12)
Week 3	The Delivery of Healthcare Services <ul style="list-style-type: none"> - Ambulatory and primary care services - Hospital services - Overview of healthcare in Lebanon 	Intro to Health Services, S. Williams & P. Torrens, 7 th ed. (Chapters 7 & 8)
	Reflective writing and discussion	
	DUE: SL groups and choice of site and project	
Week 4	Quality of care <ul style="list-style-type: none"> - Assessing and improving quality - Patient safety and accreditation 	Health Care Administration, Laurence F. Wolper, Fifth Edition (Chapter 17)
	Preparation for the first visit to partner sites	
Week 5	Human Resources Management <ul style="list-style-type: none"> - Recruitment and retention - Performance appraisal 	Intro to Health Services, S. Williams & P. Torrens, 7 th ed. (Chapter 12)
	Preparation for the first visit to partner sites	
Week 6	Innovation in HCS including HIS <ul style="list-style-type: none"> - The need for innovation in HCS - How innovation can change HCS 	Readings will be provided
Week 7	Orientation visits at partner sites	
	Accumulated sessions: 1	
	DUE: Contract with partner	
Week 8	Work on site Definition of specific objectives and preparation of contracts with partners	
	Accumulated sessions: 2	
	MID TERM (Up to week 6 – inclusive)	
Week 9	Financing and Structuring Health Care <ul style="list-style-type: none"> - Financing health systems - Reimbursing providers 	Intro to Health Services, S. Williams & P. Torrens, 7 th ed. (Chapters 4 & 5)
Week 10	Governance of Health care system	Readings will be provided

Week 11	Work on site Accumulated sessions: 3	
	DUE: Submission of 1 st draft of assignment to instructor	
Week 12	Work on site Accumulated sessions 4 & 5	
Week 13	Introduction to Health Policy	Readings will be provided
	Discussion of students' drafts with Instructor	
Week 14	Work on site Accumulated session 6	
	DUE: Submission of revised 1 st draft of assignment to partners	
Week 15	Ethical Considerations pertaining to Health Systems	Belmont Report Intro to Health Services, S. Williams & P. Torrens, 7 th ed. (Chapter 15)
Week 16	Discussion of output with partners Accumulated sessions: 7	
Week 17	Q & A with Instructor Reflective Discussion	
	DUE: Final Submission of assignment	
TBC	FINAL Exam	