

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Public Health Date: 06/30/09
 Department/Division offering course: Health Services Management

2. What type of change is being proposed? Major Minor*
 *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council. If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

3. Current Distance Learning (DL) status: N/A Already approved for DL[†] Please Add Please Drop
 If ADDING, check one of the methods below that reflects how the majority of the course content will be delivered.
 Internet/Web-based Interactive Video Extended Campus

[†]If already approved for DL, a new Distance Learning Form must be submitted with this form unless the department affirms (by checking this box) that the proposed course changes will not affect DL delivery.

PROPOSED CHANGES

Please complete all "Current" fields:

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6)

4. Current prefix & number: HA 637 Proposed prefix & number: HA 637

5. Current Title: Health Finance
 Proposed Title[†]: Health Finance

[†]If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

6. Current number of credit hours: 3 Proposed number of credit hours: 3

7. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____
 Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

8. Current grading system: Letter (A, B, C, etc.) Pass/Fail
 Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

9. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

CLINICAL COLLOQUIUM DISCUSSION LABORATORY 3 LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

Proposed:

CLINICAL COLLOQUIUM DISCUSSION LABORATORY 3 LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

10. Requested effective date (term/year): Fall / 2009

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

19. Is this course currently included in the University Studies Program? Yes No

20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Julia F. Costich Phone: 7-6712 Email: julia.costich@uky.edu

22. Signatures to report approvals:

5/27/09
DATE of Approval by
Department Faculty

JULIA F. COSTICH / Julia F. Costich
printed name Reported by Department Chair signature

5/27/09
DATE of Approval by College
Faculty

Stephen Wyatt / [Signature]
printed name Reported by College Dean signature

*DATE of Approval by
Undergraduate Council

/
printed name Reported by Undergraduate Council Chair signature

*DATE of Approval by Graduate
Council

/
printed name Reported by Graduate Council Chair signature

*DATE of Approval by Health
Care Colleges Council (HCCC)

/
printed name Reported by Health Care Colleges Council Chair signature

*DATE of Approval by Senate
Council

/
Reported by Office of the Senate Council

*DATE of Approval by the
University Senate

/
Reported by the Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

HA 637: HEALTH FINANCE
Fall 2007

Time: Monday: 6 – 8:30 pm
Place: RAN 202
Instructor: Leonard E. Heller, Ed.D.
859 552-5898
E-mail: len.heller@uky.edu
Make an appointment – e-mail above

Overview

The goal of the course is to build on HA 635. In the previous course we became acquainted with commonly used financial tools and how they can be used in achieving an organization's success. During your summer internship you have had the opportunity to observe and work on projects that required you to apply what you have learned. You also should have had the opportunity to use Xcel spreadsheets in solving problems important to the organization. As an intern you worked on some strategic decisions such as to expand/reduce a service, to discontinue and start new services, to replace/upgrade expensive diagnostic equipment, to outsource a service and to build or renovate a clinical facility. In the process of assisting the organization, you worked with physicians, nurses, and administrators gaining insight to different and sometimes opposing viewpoints about how to best solve a problem.

HA 637 attempts to incorporate your financial learning and deepen your skills and knowledge through selected case studies. You will work on situations that require your analysis and judgment. Financial analysis is only a part of real world decisions. You must also consider qualitative and ethical issues. Often times the group dynamics can achieve the desired outcome or get mired down in personal conflicts and attempts to subvert the outcome. All of these elements are central to sound analysis and judgment. You will discover that there is no single best solution and decisions must be made selecting the best alternative with some individuals disagreeing..

The course focuses on case studies and will include some lectures on special topics. In doing your case work, you will scan the case getting the overall issue and decision at hand. You will review the accompanying the spread sheet to know its structure and data requirements. After you select several approaches, you will analyze the data including qualitative, process and ethical components that can influence the course of action. You will present your conclusions and recommendations to the class.

An added dimension is working in groups representing a management team that has been asked to solve a specific problem important to your organization. This is a teamwork effort requires individual accountability and responsibility to solve a specific problem. Working as a management team is a highly utilized and permanent feature in today's healthcare organizations. Hospitals, physician groups, skilled nursing facilities value this approach more than consultants, survey results, and administrative dictates. This is a formalized approached that provides you an opportunity to learn team skills and how to capitalized on the contributions from team members. This approach is centered on professionals working together in a creative environment to plan, carry out projects, solve problems, and present the results. The classroom is a low stakes environment that should prepare you for the pressure and opportunities where the stakes at high.

Course Objectives

The case studies in a collaborative learning environment will enable the students to achieve the following objectives upon completion of the course.

1. Learn specific financial concepts and sensitive issues in more detail
2. Understand the dimensions and impact of the growing uninsured on solvency of health care organizations.
3. Discuss the approaches to joint ventures including the financial and legal aspects
4. Know the critical financial issues involved in bed management and alternate strategies using technology options
5. Be able to allocate indirect cost in an equitable fashion
6. Calculate a break even analysis for a new clinical service
7. Create a cash budget and project the borrowing requirements of a physician clinic.
8. Determine the marginal cost and price points for a hospital transplant program and how to control cost.
9. Know all aspects of receivables management, outsourcing transaction services, and managing claim denials.

10. Understand the advantages and disadvantages for outsourcing clinical services
11. Explore how to achieve OR efficiency through process integration
12. Create management strategies for combating workforce shortages
13. Conduct an ABC financial analysis for analyzing cost and a preferred operational approach
14. Develop financial incentives for physician performance
15. Make decisions to lease/buy expensive clinical equipment
16. Perform a project analysis for starting up new clinical services
17. Know the seven best practices for sound financial management
18. Explore the ethical considerations about charging patient co-pays, instigating physician gage clauses, treating charity patients, and offering financial incentives for physician referrals.
19. Learn about quality measures, payer incentives for performance and balance score cards.
20. Evaluate team members and yourself using the Peer and Self Evaluation System (PSES)
21. Identify individual teamwork strengths and areas for improvement.

Class Schedule

8/27 Course Overview and Expectations
 Assessment of learning from HA 635
 Internship Experiences related to financial issues

9/3 Holiday

Round 1

9/10 Introduction to case studies, rules and evaluation
 Project and group assignments
 Handout – Making Students Accountable for Teamwork
 Performance Measures

9/17 Mini lectures – Case Study Expectations and Case Studies 3 & 6
 Case 26 - Martha Washington Hospitals - Competing Technologies with Back Fill (Instructor)
 Break out session

9/24 Mini Lectures Cases 8 & 9
 Handout – Controlling Implant Cost
 Handout - Achieving Operating Room Efficiency Through Process Integration
 Break out session

Group Presentations Round 1

10/1 Case 3 - El Paso Medical Center - Cost Drivers and Allocating Indirect Cost
 Case 6 - Fairbanks Memorial Hospital – Walk-in Clinic Breakeven Analysis

10/8 Case 8 - Snowmass Village Clinic - Cash Budgeting and Borrowing Requirements
 Case 9 –University Transplant Center - Marginal Cost and Pricing Analysis

Round 2

10/15 Round 1 evaluation and grades
 Mini Lecture on Cases 10 & 11
 Handout – Tackling the Capacity Crisis: Successful Bed Management Strategies
 Break out session

10/22 Mini Lecture on Cases 18 & 19
 Handout – Business-Office Challenges of Small and Rural Hospitals
 Handout - Managing Medical Necessity Denials
 Break out session

Group Presentations Round 2

- 10/29 Case 10 - Bay Area Network - ABC Analysis for Ultra Sound Services
Case 11 - Bangor Family Service - Pay for Performance
- 11/5 Case 18 - Seattle Cancer Center - Equipment Leasing Decision
Case 19 - Florida Keys Hospital - New Ambulatory Surgery Center Project Analysis

Round 3

- 11/12 Discussions of ethics cases - expectations
Understanding Quality Measures: Nursing Home Quality Initiative
A Case for Quality: Effective Clinical and Financial Case Management
Break out session

Group Presentations Round 3

- 11/19 Ethics Case 1 - Trigon BlueCross/Blue Shield - Patient Copayments
Ethics Case 6 - The AMA verses the AAHP – Gage Clauses
- 11/26 Ethics Case 7 - Front Street Hospital - Treating the Uninsured
Ethics Case 8 - Westwood Imaging Centers - Financial Incentives to Physicians
- 12/3 Handout - Today’s Charity Care Challenges: What should you be doing?

Course Requirements

Attendance and participation in class discussions is expected. Two excused absences will be approved without adverse impact upon the portion of the grade assigned to attendance. Students are expected to have a basic working knowledge of Microsoft Excel. The students will demonstrate their competencies of the objectives through three assigned case studies. Evaluation for each case study includes quality of the case study report, presentation and response to questions. The case project grade will be converted to individual grades based on peer evaluations of your contributions to the case study as measure by the PSES handed out in class including peer assessment performance criteria. The students will be reassigned for each case study. The instructor reserves the right to make modifications to improve the course content in consultation with the class.

Course Grade

Attendance and participation	10%
Round 1 Case Study	25% (75% Case Study, 25% peer evaluation)
Round 2 Case Study	25% (75% Case Study, 25% peer evaluation)
Round 3 Case Study	25% (75% Case Study, 25% peer evaluation)
Reading materials	15%

For conversion from numerical grades to letter grades this scale will be used at the conclusion of the course:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- E = Below 70

Required Text

Gapensky, Louis, Cases In Healthcare Finance, Health Administration Press, 3rd edition, 2006

Reference Text

Zelman, William N., and Michael J McCue, Alan, R Millikan, Noah D. Glick, Financial Management of Health Care Organizations: An Introduction to Fundamental Tools, Concepts and Applications, 2nd Edition, Blackwell Publishing, 2003