

Syllabus Skills & methods for enhancing health care organization performance

# 213	Skills & methods for enhancing health care organization performance
Coordinator	<p>Teresa Durães, MHA, hospital managing director, Hospital da Luz Lisboa, Portugal tduraes@hospitaldaluz.pt</p> <p>With the contribution of Stephane Barritault, MSc MPH, Vice President OTR3 Organ, Tissue, Regeneration, Repair, Replacement, Paris stephane.barritault [at] otr3.com</p>
Dates	November 4 to 8, 2019
ECTS	3 ECTS
Duration	5 days of 6 hours = 30 hours
Location	EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	Managing health services and public health organizations is one of the most challenging tasks there is. This module concerns some of the basic issues involved in this management realm, introducing students to the following topics: mission, goals, objectives; organizational performance measurement & organizational control; organizational environments; strategic planning and decision making; change and innovation; financial valuation. Students use the case method for pulling these topics together into an overall "organizational diagnosis" and approaches to improving organizational performance.
Prerequisites	Working knowledge of Excel.
Course learning objectives	<p>At the end of the module, the students should be able to:</p> <ul style="list-style-type: none"> • Understand and predict the multifarious impacts of organizational environments on organizational action. • Formulate appropriate organizational strategies given internal and external organizational assessments of capabilities. • Identify how organizational change is undertaken. • Understand the new value-based market and new and transforming solutions from digital health • Analyze and interpret financial statements • Develop a Business plan • Understand Lean management method
Structure (details of sessions title/speaker/date/ duration)	<p><u>Details of the sessions:</u></p> <p><u>Each student is required to bring a computer with Excel of equivalent software installed</u></p> <p>Session 1 Organizational performance – what to measure, how to measure Organizations and the healthcare sector. Defining organizational mission, vision, and goals. Key performance areas and critical success factors. Organizational performance: what to measure, how to measure Instructor: Teresa Durães, hospital managing director, Portugal November 4, 2018: 9h-12h.</p> <p>Session 2: Organizational environments, strategic planning and decision making - Case study analysis How to assess different kinds of organizational environments. How internal and external organizational assessments are done and used in strategic decision making. Case study analysis & instructions to group work Instructor: Teresa Durães, November 4, 2018: 13h-16h.</p> <p>Session 3: Organizational change The imperative to change - How organizations can bring about change and simultaneously respond to changing circumstances. Instructor: Teresa Durães, November 5, 2018: 9-12h.</p>

	<p>Session 4: Change management Examples of organizational change. Why organization change is so difficult. Instructor: Teresa Durães, November 5, 2018: 13-16h.</p> <p>Session 5: Group work presentations and classes sum-up Instructor: Teresa Durães, November 6, 2018: 9-12h.</p> <p><u>Each student is required to bring a computer with Excel of equivalent software installed</u></p> <p>Session 6: General introduction to financial reporting Basic introduction to accounting and financial statements (Balance sheet, Income statement, Cash flow statement). Focus on the main accounting items. Instructor: Stephane Barritault November 6 2018: 13h-16h;</p> <p>Session 7: First steps in accounting Analysis/ interpretation of existing financial statements of different organizations. Creating a pro-forma profit and loss statement on Excel (Individual work) Instructor: Stephane Barritault, November 7 2018: 9h-12h</p> <p>Session 8: Introduction to financial valuation Introduction to Business valuation and main methods (DCF, multiples), and practical application of financial forecasts for a business plan (Group work) Instructor: Stephane Barritault, November 7 2018: 13h-16h.</p> <p>Session 9: Preparing a mock business plan Group work on the financial part of a business plan (continued) and preparation for investor pitch. Instructor: Stephane Barritault, November 8, 2018: 9h-12h.</p> <p>Session 10: Lean management: improving the way healthcare organizations work Introduction to Lean management as a driver for improvement in healthcare organizations. Instructor: Stephane Barritault, November 8, 2018: 13h-16h</p>
Resources	<p>Peter M. Ginter, W. Jack Duncan, Linda E. Swayne, The Strategic Management of Health Care Organizations, 7th Edition, Jossey-Bass imprinting, San Francisco, 2013</p> <p>Zuckerman, Alan M., Healthcare Strategic Planning, 3rd ed, Health Administration Press, Chicago, 2012</p> <p>Jeffrey P Harrison, Essentials of strategic planning in healthcare, 2nd ed, health administration Press, Chicago, 2012</p> <p>E Ray Dorsey, The New England Journal of Medicine, July 2016; 375:154-161. State of the Telehealth, DOI: 10.1056/NEJMra 1601705</p> <p>ØstbyeT et al. Ann FamMed 2005; 3(3):209–214. <i>Is there time for management of patients with chronic diseases in primary care?</i>, PMID: PMC1466884, NCBI Pubmed</p> <p>Durães, T, Chapter 19 Portugal, <i>in</i> World Health Systems, challenges and perspectives, Fried, B, Gaydos, L Editors, 2nd edition, Health Administration Press, Chicago, Chicago, 2012</p> <p>Crawshaw et al. (2014): Human Resources Management – Strategic and International Perspectives, Sage Publications.</p> <p>On Financial Valuation http://pages.stern.nyu.edu/~adamodar/: very complete website to get a general understanding of financial valuation.</p> <p>On Lean Management: http://planet-lean.com/how-the-initiative-of-nurses-transformed-a-whole-department? http://www.leanblog.org/2014/02/flow-push-and-pull-in-a-hospital/</p>
Course requirements	Attendance at class, participation in group exercises, completion of readings and homework assignments.
Grading and assessment	Class and case study assessment: 50% Grade Final exam: 50% Grade

Course policy	<p>Attendance & punctuality Regular and punctual class attendance is a prerequisite for receiving credit in a course. Students are expected to attend each class. Attendance will be taken at each class. The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations http://mph.ehesp.fr EHESP Academic Regulation Article. 3). If students are not able to make it to class, they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.</p>
Course policy (continued)	<p>Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.</p> <p>Lateness: Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See http://mph.ehesp.fr EHESP Academic Regulation Article. 3 Attendance & Punctuality)</p> <p>Maximum absences authorized & penalty otherwise Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <p>Exceptional circumstances Absence from any examination or test, or late submission of assignments due to illness, psychological problems, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations).</p> <p>Courtesy: <u>All cell phones/pages MUST be turned off during class time.</u> Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
Valuing diversity	<p>Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.</p>
Course evaluation	<p>EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.</p>

Sessions 1 to 5	Organizations and organizational environment; Strategy and strategic planning; Organizational change
Speaker	Dr. Teresa Durães, healthcare managing director at Hospital da Luz – Lisboa, Portugal tduraes@hospitaldaluz.pt
Session Outline	Organizations are facing permanent pressures to change, in some cases in a disruptive manner, to adapt to their external environment. Change will inevitably resonance in the internal environment and, as change

	occurs, organizations may have to deal with changes in their mission, goals and objectives. Challenges that are posed in today's world, especially in the healthcare segment, also present opportunities. In that sense, classes will provide practical-theoretical models on organizational strategy towards change. Presentation of practical examples and experiences will illustrate the spoken situations. Organizational change will be viewed in two complementary ways: a) the search for organizational fit in a changing environment – or creating change considering all available opportunities; b) the process of implementing change with people – the organizational actors and the public.
Learning Objectives	At the end of the sessions, students will be able to: <ul style="list-style-type: none"> - Define goals that improve value for patients and define outcome measurements - Develop strategic objectives and action plans considering internal and external environment challenges - Prepare organizational change in the new value-based market and digital health
Duration	5 sessions of 15 hours
Dates	4 to 6 Nov, 2018
Training methods	Lecture In class applications
Reading	See above for the Minor
Validation	See above for the Minor

Sessions 6 to 10	From Basic introduction to accounting and financial statements to Business Plan
Speaker	<u>Stephane Barritault, MSc MPH, Vice President OTR3</u> Organ, Tissue, Regeneration, Repair, Replacement, Paris stephane.barritault [at] otr3.com
Session Outline	Nowadays a manager in a healthcare organization is expected to have a good financial literacy, and will be facing crucial choices of investment, development, and general strategy planning that require a strong economic valuation. The first four sessions of this course will focus on allowing students to understand the main financial tools implemented in any healthcare organization (although the reporting form may vary). The course was designed to give students a hands-on experience at financial valuation, with a strong focus on work cases. The last session focuses on another key part of a manager's role in a healthcare organization: the search for perpetual improvement. To that end, students will get a general overview of Lean management applied in healthcare.
Learning Objectives	At the end of the sessions, students will be able to: <ul style="list-style-type: none"> - Understand key financial statements - Prepare or assess a business plan for a new project/investment/technology - Understand the key drivers of successful lean driven improvement
Duration	5 sessions : 15 hours
Dates	6 to 8 Nov, 2018
Training methods	Lecture In class applications: EXCEL
Reading	See above
Validation	See above for the Minor