

# HEALTH SERVICES 431: HEALTH CARE ORGANIZATIONAL BEHAVIOR AND MANAGEMENT SKILLS

Tuesday/Thursday, 3-5 PM  
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CHS 41-268

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Organizations are held accountable to multiple stakeholders. New systems to manage the changing face of organizational processes are continually being created necessitating constant change in the way we work together in the healthcare workplace. Today's health care manager requires a clear understanding of the complexity in which health care organizations function and a commensurate stable of knowledge, skills and abilities with which to manage the complexity of health services organizations and the people who work in them.

This class will introduce you to the principle skills related to effectively working with and managing people in the accomplishment of your responsibilities. It will focus on the application and practices of organizational behavior, interpersonal behavior, and human resources. This is a follow-on class to HS 234, in which you were introduced to the basic principles of Organization and Management Theory and the relationship between management and the organization. In this class, we will move from the theoretical aspects of understanding organizations to learning behavioral skills and practicing them. In addition, we will practice specific skills related to managing work and the work of others, in the context of selected human resources concepts and regulatory guidelines.

While it takes close to a lifetime of work in such an exciting and ever evolving field of practice to really master the art of health care organization management, this class will introduce you to some of its basic practices and skills. The field of practice for public health management and policy is demanding that students graduating with a masters' degree have a demonstrated set of competencies to manage and lead our complex health institutions. UCLA is currently utilizing a set of competencies articulated by the National Center for Healthcare Leadership. The NCHL competencies which this course addresses are noted in the table below, with the corresponding exercises and assignments that will assess your competency achievement.

COMPETENCY	DEFINITION	ASSIGNMENT / METHOD
Achievement Orientation	A concern for surpassing a standard of excellence. This may be one's own past performance; an objective measure; outperforming others; challenging goals; or something not previously done.	Consistent high quality written work that demonstrates thought and preparation; commitment to the group process; participation in class discussion and sharing ideas so that the entire class will benefit from the exploration of ideas.

Analytical Thinking	The ability to understand a situation, issue, or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way.	The group field investigation and analysis; case studies.
Change Leadership	The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.	The group project to the extent that recommendations for change at your site are pertinent and relevant.
Collaboration	The ability to work cooperatively with others, to be part of a team, to work together, as opposed to working separately. Applies when a person is a member of a group of people functioning as a team, but not the leader.	Through participation in your assigned group; measured by your team and peer assessment.
Communication Skills	The ability to speak and write in a clear, logical and grammatical manner in formal and informal situations to prepare cogent business presentations, and to facilitate a group.	Through written case analyses and other written work, which will be assessed partly on the quality of the writing; through the oral presentation of the group project.
Human Resources Management	The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regularly requirements, and optimize the performance of the workgroup.	Through sessions on various human resources topics such as job design, motivation and performance assessment.
Impact and Influence	The ability to persuade, convince, influence or impress others in order to get them to go along with or to support one's opinion or position.	Through case analysis and the group project in terms of presenting suggested changes that would improve the situation under study.
Information Seeking	An underlying curiosity and desire to know more about things, people or issues, including the desire for knowledge and staying current with trends and developments.	The quality of your field research and the depth of the information collected; Lakeview Simulation in searching for alternatives and understanding what is going on.
Innovative Thinking	The ability to apply complex concepts, to develop creative solutions, or adapt previous solutions in new ways for breakthrough thinking in the field.	Suggested solutions to issues found through your field research; Lakeview Simulation solutions.
Interpersonal Understanding	The ability to understand other people as well as to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others.	Lectures and various in-class behavioral exercises on interpersonal organizational behavior and communication.
Self-Development	The ability to have an accurate view of one's own strengths and development needs, including the impact that one has on others.	Through weekly self-assessments and written self-analysis and improvement assignment.

The learning objectives of this course are that the student demonstrates comprehension and mastery of these competencies through a variety of written and behavioral assignments on selected topics in organizational behavior and human resources.

## **COURSE ORGANIZATION:**

This class strives to permit the maximum amount of input by the students in the class either individually or in groups through the use of structured exercises, case analyses and interactive discussion.

Working in groups and teams is a basic healthcare management paradigm. In this course, you will spend a lot of time in work groups. You will be assigned to a group based on a variety of factors. Groups will deliberately be made as diverse as possible. Your assigned groups will work together during group exercises conducted in class and you will organize and present to the class an oral presentation for your given topic using appropriate computer assisted aids. This project will require you to interview managers in the field regarding key concepts for your group's topic. Your group will remain together throughout the quarter. A portion of your grade will derive from a peer assessment of your contribution to the group.

By the completion of this course, you will have a basic understanding of and ability to demonstrate:

1. Interpersonal and organizational behavior competencies related to the management and development of themselves and others. Examples include but are not limited to effective communication, group problem solving and decision making, motivation, team management, conflict management, negotiation, and meeting facilitation;
2. Human Resources skills such as supervising and evaluating others;
3. Project management and task organization skills;
4. Knowledge of the basic principles of change management and its related constructs.

## **GRADING:**

Group Project & Presentation	25 Points
2 Cases @10 points	20 Points
Self-Development Reflection	10 Points
Peer Evaluation	10 Points
Class Participation	10 Points
Final Examination	<u>25 Points</u>
	100 Points

## Grade Distribution

98-100 = A+

92 - 97 = A

90 - 91 = A-

88 - 89 = B+

82 - 87 = B

80 - 81 = B-

<80 = You are not paying attention

**REQUIRED READINGS:**

1. Whetten, D.A. and K.S. Cameron, DEVELOPING MANAGEMENT SKILLS, 7E, NJ: Prentice Hall, 2007
2. Additional Readings as assigned.

You are responsible for reading all the material, reflecting on it, and integrating it into class discussion, question and answer, case analyses and final exam.

**RECOMMENDED:**

Shortell, S.M. and A.D. Kaluzny, HEALTH CARE MANAGEMENT: ORGANIZATION DESIGN AND BEHAVIOR, Albany, NY: Delmar Publishing, 2006.

**Class Participation**

Class participation is an essential aspect of this class. Therefore, a large portion of the grade is dependent upon it. Group exercises depend upon the attendance of all group members. The class participation grade will depend not only upon attendance in class but also upon pertinent contribution to class discussions and team effort.

**Peer Evaluation**

Using the principles of group process and applying the principles of performance appraisal and assessment, design as a group your group's peer review performance system using at least 5 criteria. Define the criteria and a basis for evaluation. The performance system should be based on a potential 5 points per criterion. Each group member should then use the criteria developed by the group to individually rank each of the other members of your group on each criterion and provide a mean/average score for that individual of 1-5. I should receive a copy of all the grading sheets. I have purposely left out examples of the kind of criteria you might want to use to evaluate your group members. Your group should determine what is important to them. These grades count. However, if you need suggestions after you have drafted the assessment instrument, I will be happy to help.

#	DATE	TOPIC	READINGS
1	April 3	Introduction to Class, Organizational Behavior competencies	<b>W&amp;C:</b> Chpt 1
<b>Managing Yourself: The Self As a Management Skill</b>			
2	April 5	Personality Theory and Kiersey Temperament Sorter  <b>KB-Personality Lecture/ Med Group Exercise</b>	<b>W&amp;C:</b> Chpt 2 *Saulo, Mileva (1996). <a href="#">Quality problem-solving, decision-making, type theory</a> , and case managers. Nursing Case Management, 1(5), 201- *Saulo, M. (1997). <a href="#">Quality problem solving, decision making, type theory, and case managers, part II</a> . Nursing Case Management, 2(3), 109-.
<b>Managing People And Groups</b>			
3	April 10	Communication	<b>W&amp;C:</b> Chpt. 4 Parsons, p. 3-17
4	April 12	Groups and Work Teams <b>Guest:</b> Mr. Mitchell Creem, CFO UCLA Medical Center	<b>W&amp;C:</b> Chpt. 9 <b>Review:</b> S&K: Chpt. 6 – “Groups and Teams
5	April 17	Conflict Management	<b>W&amp;C:</b> Chpt. 7 <b>Review:</b> S&K: Chpt. 5: Conflict Management and Negotiation
6	April 19	Problem Solving / Decision-Making <b>Guest:</b> Prof. Leah Vriesman	<b>W&amp;C:</b> Chpt. 3
7	April 24	Management Skills Exercises	
8	April 26	Motivation	<b>W&amp;C:</b> Chpt. 6; Chpt. 8: pp 397-431 *Herzberg, F. (2003). <a href="#">One More Time: How Do You Motivate Employees?</a> . Harvard Business Review, 81(1), 86-. *McClelland, DC, & Burnham, DH. (2003). <a href="#">Power Is the Great Motivator</a> . Harvard Business Review, 81(1), 117-. <b>Review:</b> S&K: Chpt. 3 – “Motivation”
9	May 1	Meeting Essentials	<b>W&amp;C</b> – Supplement C *Lencioni, Patrick, “Solving the Problem of Bad Meetings,” pp. 521-545 in <a href="#">Management Skills: A Jossey-Bass Reader</a> , 2005.
10	May 3	Managing Projects	

<b>Human Resources</b>			
11	May 8	Change Management	<b>W&amp;C:</b> Chpt. 10: pp 485-515 <b>Review: S&amp;K:</b> Chpt.12: Organizational innovation, change and learning”
12	May 10	Strategic Human Resources; Diversity	*Dreachslin, Janice, 2007. “Diversity Management and Cultural Competence: Research, Practice, and the Business Case.” Journal of Healthcare Management, Vol. 52(2), March/April, pp 79-86. *Shi, Leiyu and Lindstron, Sarah. 2007, Chpt 1, “Human Resources in the Health Care Sector” in Shi, Leiyu, <u>Managing Human Resources in Health Care Organizations</u> . Pp. 1-23.
13	May 15	Employee Job Design and Specification Performance Assessment	<b>Review: S&amp;K:</b> Chpt. 7 – “Work Design,”
14	May 17	Interviewing and Hiring	<b>W&amp;C:</b> Supplement B – Conducting Interviews
15	May 22	Recruitment and Retention	*Wainright, Charles. 2007, Chpt 13, “The Future is Now” in Shi, Leiyu, <u>Managing Human Resources in Health Care Organizations</u> . Pp. 373-399.
16	May 24	Lakeview Hospital Simulation: Preparation and CEO Selection	Rubino, L, & Freshman, B. (2001). <a href="#">An experiential learning simulation exercise for healthcare management students</a> . The Journal of health administration education, 19(2), 155-72.
17	May 29	Lakeview Hospital Simulation: <b>Guests:</b> Lou Rubino, Ph.D. and Brenda Freshman, Ph.D.	
18	May 31	Power, Influence and Leadership	<b>W&amp;C:</b> Chpt. 5 <b>Review: S&amp;K:</b> Chpt. 4: Leadership Martin, Roger. 2007. “ <a href="#">How Successful Leaders Think</a> .” HBR, Vol. 85(6) June, pp.60-67. <b>Personal Assessment Paper Due</b>
19	June 5	Student Group Presentations	<b>1 hours; 2 groups/day</b>
20	June 7	Student Group Presentations Wrap-up	<b>2 hours; 3 groups/day</b>
	June 14	Final – 11:30 AM – 2:30 PM	

\* = On e-reserve in the Biomed library

## ASSIGNMENTS:

### Leadership and Management Self-Development Plan – 10 points

Due May 31, 2007

Your task is to select five self-assessments each from a different area of organizational behavior. You may use the Self-Assessment Library (on loan from Dr. Hilberman), or you may use some of those at the beginning of each chapter in Whetten and Cameron, Developing Management Skills. Types of assessments might include conflict resolution mode, emotional intelligence, political savvy, team building skills, meeting management, negotiation, etc. **YOU MUST DO THE FIRST ONE: PAMS.** This will be your baseline.

Your written self-assessment should be approximately five pages (one page per assessment; double spaced, 12 pt font). For your own personal edification, you may want to do a few extra, and I encourage you to do as many as possible. As with any good paper, it should have an introduction, body and conclusion.

**Introduction:** Present an overview of the paper, including purpose and contents.

**Body:** Present and analyze/interpret your results from the self-assessments you took. The analysis should focus on what the findings tell you about your own strengths and drawbacks as a leader. After the results and analysis, the remainder of this section should present your plan for improvement. How (specifically) will you build on your strengths and address your drawbacks as a leader?

**Conclusion:** The conclusion should summarize your results, analysis and leadership/managerial improvement plan.

### **Guidelines on Content:**

1. The plan should provide appropriate justification/explanation for the self-assessments that were selected.
2. The number and range of self-assessments gives a clear picture of your leadership strengths and challenges in light of your career goals.
3. The purpose of each self- assessment is clearly described.
4. The results of each self-assessment are clearly stated.
5. The interpretation of each self-assessment is clear, logical and justifiable.
6. The results of the self-assessments are synthesized to give a “whole picture” of your leadership and managerial strengths and challenges.
7. Specific and measurable actions to build on your strengths and address your challenges are clearly described.

### **General Presentation:**

1. Spell check
2. Syntax and grammar appropriate for graduate work
3. Appropriate sub-headings
4. Paragraphs used appropriately to organize content
5. Appropriate citations in both use and format (prefer APA)
6. Paper is within page limit.

**Group Project & Presentation:**

The purpose of the group project is for you to apply the concepts learned about a specific topic as they relate to health care policy and management organizations.

Each group in the class will have the responsibility for presenting a major segment of the key health care management concepts and integrating identified skills and theory with findings from interviews in the field. Students must structure the presentation within a selected conceptual framework and discuss the findings as they relate to the framework. Groups will interview two different organizations around the topic of their key health care management concept. The group will gather the information and present it in an analytical manner by, for example, comparing or contrasting the two organizations with each other and with the materials, identifying differences and gaps between theory and practice, and/or making suggestions about how the organizations might change if they were to apply the concepts identified in the readings. Make these presentations as lively as you can. Dull, pedantic presentations will be graded down under the “quality of public speaking” criterion. To ensure an effective presentation, be sure to review your presentation with me at least 2 weeks prior to the presentation date.

**Process:**

We strive for a diversity of organizational representatives. Therefore, prior to selecting the organizations you will interview, sign-off with Dr. Hilberman before making a final decision.

1. Select topic.
2. Research topic and identify major conceptual principles and/or framework to guide your analysis.
3. Identify two organizations that support the conceptual ideas you are presenting. These may be the same kind of organization (2 hospitals) or two different kinds of organizations (hospital/health plan, health plan/consulting organization).
4. Interview representatives of chosen organization regarding the concepts you have identified as important.
5. Analyze information according to conceptual framework you are using.
6. Compare/contrast your organizations on the basis of your collected information.
7. Present conclusions, draw implications, or make recommendations based on your assessment of how the organizations align with the principles that guide you.
8. To help the class prepare for the Q&A, please prepare and provide to the class an outline and study guide, preferably from your computer-based presentation, including readings. This will be used to help your colleagues prepare for the final exam and correctly respond to questions about your topic.

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**Presentation Guidelines**

1. 30 Minutes/presentation
2. Professional Presentation with appropriate dress and behavior. Presentation will be graded as follows:

Quality of Public Speaking	1
Organization of Presentation (Including a framework within which to present the material)	2
Clear Articulation of Key Management Concepts	5
Application of Readings to Field Findings (Does organization follow principles you are learning?)	5
Agenda and Minutes for project meetings	<u>2</u>
<b>Total Points</b>	<b>25</b>

## CASES

Two cases will be assigned during the course. A properly prepared case is a joy to read. Case analysis provides the student an opportunity to integrate and apply newly learned concepts to real situations and to make decisions and judgments without injuring real people or becoming embarrassed.

All students must come to class with their written assignment and prepared to discuss the case. The cases will be submitted in class on their due date. If the student has NOT completed the written assignment, he or she will be asked to leave class so as not to have the extra benefit of class discussion before preparing the case.

Cases are to be no more than 4 pages long double-spaced in 12-point font. In preparing the cases, the student will address the questions posed in the case description or by the faculty. In support of the analysis, cases require that applicable theory and learning from the readings and class sessions be integrated into the write-up. Writing should be clear, concise, demonstrating strong written English in terms of grammar, syntax and format of the case. Part of the case grade will depend upon your grammar. The key to successful communication is to be able to articulate ideas clearly and concisely.

Case analysis should be presented in Memo format as if you are making recommendations to your executive. Cases will be evaluated based upon the student's:

- 1) Demonstrated understanding of the case and the issues involved, including an objective assessment of the situation from all points of view represented in the case. The student should indicate the facts of the case and their relative importance, and the relationships among the players.
- 2) Application and specification of readings, theory, models, and research into the analysis,
- 3) Consideration of variety of viable alternatives to the problem and an assessment of these alternatives. This is one of the most important parts of the case. Remember that a choice to do nothing is still a choice, and will have (sometimes serious) ramifications.
- 4) The student's recommended course of action, and the defense of that course of action.
- 5) Quality of written communication including grammar, diction, syntax and spelling. Be sure to proofread. Spell check does not identify incorrectly used words or typos that are still words.

## **UNDERSTANDING AND PREPARING CASE ANALYSES**

Learning by the case method is an intellectually stimulating method of integrating classroom, theory, and experience. Using cases is designed to:

- Synthesize knowledge and theory with application;
- Develop critical thinking and analysis skills; and
- Encourage interaction and discussion among students thereby challenging your experiences and values.

In return, you will obtain the following benefits:

- Sharpen your assessment and problem solving skills;
- Use a variety of disciplines learned in the School of Public Health and elsewhere; and
- Cultivate your group interaction skills.

A “case” is a description of a situation or problem actually faced by a manager and one requiring analysis, decision, and planning of a course of action. A decision may be to delay action or a planned course of action may be to take no action. A case takes place in time and must have an issue. Generally, a case has no one right answer because, in dealing with issues, there are at least two sides to a question. However, not any answer is the correct one. Some answers lead to better management decisions than others.

As with “real life”, most cases are ambiguous, presenting many viable alternatives, some of which are better than others. As with “real life”, most cases present a lot of information and data, not all of which will be relevant or necessary to the analysis. As with “real life”, most cases will lack important information upon which decisions rely. As with “real life,” the future and chosen outcome goals are uncertain. You will have to make assumptions about the data and its effect on the outcome of the analysis. Decisions about the future involve uncertainty. Because of the complexity of the health care system and health care organizations, the future is uncertain and decision success is uncertain. Therefore judgment is risky. All managers are faced with risk in decision-making. This is an accurate reflection of the “real world.” Be creative with your solutions, but be realistic. Identify your assumptions and the logic of your analysis.

Solving a case is much like solving any problem. First, the issues are defined, information is gathered, and alternatives are generated, evaluated, selected and implemented. The following set of steps might be helpful in your analysis:

1. Summarize the facts, organize the information, and classify the information into groups of available data and gaps in data. Illustrative categories might include but not be limited to: expectations about the organization by stakeholders, financial performance indicators, internal organizational strengths or weaknesses, and environmental issues, demands and challenges. Getting the facts may mean performing analyses, such as financial analyses, with the data presented in the case.
2. Infer other information from the facts. For example:
  - Who are the major players and what are their perspectives and interrelationships?
  - What are the critical issues as defined by the key players?
  - How does the influence of the player affect or alter the importance of the issue?
3. Identify themes, issues, and problems raised by the case. Generally, the cases have many issues that can be addressed. Some are more important than others. Cull out and prioritize the important issues. Questions to contemplate might include:
  - Why do these problems exist?
  - Who needs to be involved in the solution?
  - From where will support or resistance come in resolving the issue?
  - To what extent are the necessary solutions long or short term?
  - To what extent are these system problems or people problems?
4. Generate alternatives to solve the problem or address the issues.
5. Evaluate the alternatives. Examine the rationale and data to support each alternative. Criteria helpful in evaluating alternatives include judging the alternative’s relative merits and suitability in solving a problem. Questions to guide decision-making might include:
  - Which alternative provides the greatest benefits?
  - What are the relative costs of each alternative?
  - Is there consistency of choices with organizational mission, culture, philosophy, and objectives?

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Is there consistency of skill mix and organizational competency to carry out recommendations?

How acceptable are the possibilities to the internal and external stakeholders?

What are the expectations of support or resistance?

6. Make a recommendation, if the case calls for one. Do not sit on the fence. Do not bunt. Do not abstain. Do not pass. Commit.

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## **BOOKSHELF.**

### **BOOKS**

Brilhart, J.K. and Galanes, G.J., EFFECTIVE GROUP DISCUSSION, 8E, Madison, WI: Wm. C. Brown Communications, Inc. 1995

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Fottler, M.D, Hernandez, S.R, and Joiner, C.L., ESSENTIALS OF HUMAN RESOURCES MANAGEMENT IN HEALTH SERVICES ORGANIZATIONS, Albany, NY, Delmar Publishing, 1998.

Fried, B.J. and Johnson, J.A., HUMAN RESOURCES IN HEALTHCARE: MANAGING FOR SUCCESS, Wash DC, Health Administration Press, 2002.

Kotter, John, LEADING CHANGE, Boston: Harvard Business School Press, 1996.

Laubach, C. L., MASTERING THE NEGOTIATION PROCESS, Wash DC, Health Administration Press, 2002.

Parsons, P.J. BEYOND PERSUASION: THE HEALTHCARE MANAGERS GUIDE TO STRATEGIC COMMUNICATION, Washington DC, Health Administration Press, 2001.

Quinn, R.E., S.R. Faerman, M.P. Thompson, M.R. McGrath, BECOMING A MASTER MANAGER: A COMPETENCY FRAMEWORK, 3E, NY: John Wiley and Sons, 2002.

Shortell, S.M. and A.D. Kaluzny, HEALTH CARE MANAGEMENT: ORGANIZATION DESIGN AND BEHAVIOR, Albany, NY: Delmar Publishing, 2006.

Whetten, D.A. and K.S. Cameron, DEVELOPING MANAGEMENT SKILLS, 7E, NJ: Prentice Hall, 2007

### **ARTICLES**

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McDaniel, Reuben R. 1997. "Strategic Leadership: A View from Quantum and Chaos Theory." HEALTH CARE MANAGEMENT REVIEW. 22:1, Pp.21-37.

McGee, Gail W. and Richard M. Shewchuck, 1994. "Managing a Diverse Work Force." Fottler, Myron D., S Robert Hernandez and Charles L. Joiner, STRATEGIC MANAGEMENT OF HUMAN RESOURCES, 2<sup>nd</sup> Ed., (Albany, NY: Delmar Publishers), pp. 208-223.

McNeese-Smith, Donna. 1996. "Increasing Employee Productivity, Job Satisfaction, and Organizational Commitment," HOSPITAL AND HEALTH SERVICES ADMINISTRATION, 41:2, Summer, pp. 160-175.

Nutt, Paul C. 1996. "Views of Implementation Approaches by Top Managers in Health Services Organizations." HOSPITAL AND HEALTH SERVICES ADMINISTRATION.41:2, Summer, pp. 176-196.

Ray, Max D. 1998. "Shared Boundaries: Achieving the goals of interdisciplinary patient care," in AMERICAN JOURNAL OF HEALTH SYSTEM PHARMACY, 55(1), July 1, pp. 1369-1374.

Rubino, Louis and Brenda Freshman. 2001. "An Experiential Learning Simulation Exercise for Healthcare Management Students." JOURNAL OF HEALTH ADMINISTRATION EDUCATION, 19:2, Spring 2001, pp. 155-172.

Saulo, Mileva, 1996. "Quality Problem-Solving, Decision-Making, Type Theory, and Case Managers, Parts I & II" NURSING CASE MANAGEMENT, 1(5), pp. 201-208; 1(6), pp. 109-114.