

HEALTH SERVICES 400: INTEGRATIVE FIELD SEMINAR

UCLA DEPARTMENT OF HEALTH SERVICES PROGRAM IN HEALTH POLICY AND MANAGEMENT

Time: Wednesdays, 8-11 AM

Room: CHS 61-269

Fall, 2002

Instructors:

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1. COURSE DESCRIPTION

One key to professional and personal success is the ability to synthesize practice and academic experiences, knowledge, and skills into effective competencies for public health and health care management practice. To that end, Health Services 400 is an integrative course providing the opportunity to deliberately consider and reflect on the relationship between the summer practicum and the principles and competencies of health care management and policy learned during the academic year. Using a combination of techniques such as discussion of current professional academic and trade literature, written and oral assignments based on the summer field work, and case analysis and discussion, we will focus on 1) understanding the relationship between the application of classroom learned principles to the field of practice, and 2) developing the ability to clearly specify the relationship between policy setting and implementation at the organizational level. You will prepare a consulting report and an oral presentation based on an organizational problem on which you focused during the summer. In addition, you will prepare assignments specifically designed to foster reflection about the current health care environment and your participation in it.

This course is the culmination of the fieldwork process that has taken approximately one year, beginning with the internship search process, following with the actual field placement, and culminating in this current integrative exercise.

2. OBJECTIVES

1. To apply theoretical principles, analytical skills, and methods obtained in the classroom to a given problem from the work setting;
2. To integrate theoretical principles and professional practice by analyzing an organizational problem identified during fieldwork and proposing a solution to that problem;
3. To understand the relationship between and impact of the regulatory policy environment and the management or health care organizations;
4. To develop professional writing skills by preparing a consulting report;
5. To develop presentation skills by preparing and presenting an oral briefing;
6. To share lessons learned with classmates and preceptors;
7. To develop professionalism by having students exposed to a high level of expected

performance.

3. COURSE REQUIREMENTS

This course is required for the Masters in Public Health in Health Policy and Management Program. Students must have completed a summer internship and other 1st year required courses in order to take this class. No reader or text has been assigned for this class. Materials will be distributed as needed during class sessions.

4. GRADING

1 Case @ 5	5%
Critical Incident Report	10%
Journal Articles @ 2.5	5%
Oral Briefing	20%
Consulting Report	50%
Class Participation	<u>10%</u>
	100%

Final Reports are due no later than the close of business, Monday, December 9, 2002.

We will send your preceptors a copy of your final consulting report with the final evaluation. Therefore, please submit **TWO** copies of the bound final consulting report – one for Dr. Hilberman and one for your preceptor. Include your preceptor's current and accurate mailing address.

Class Participation

Class participation and attendance are required. Class participation grades will reflect your attendance and participation in class discussions. Students are expected to show respect for their classmates and to attend all of the oral presentations of their classmates.

Late work:

Late work will be graded down at the rate of 5% per day. Thus, for example, if a case summary is submitted two days late, its grade will be reduced by 10%. A normal grade of 10 will be reduced to a 9.

5. Fall '02 WEEKLY SCHEDULE

Wk	Date	Topic	Tasks/Assignments
1	10/2/02	Introduction/Class overview Critical Incident Preparation Resumes On-Line Proposal Review Presentation: Preparing a Consulting Report	Introductions Student Evaluation of Field Placement Mentor Program Sign-ups Oral Presentation Sign-ups Jennifer Wortham, MPH
2	10/9/02	Critical Incident Discussion Journal Article Discussion #1	Due 10/8/02: NOON Critical Incident Report Journal Article Summary
3	10/16/02	Writing/Graphics Boot Camp	Paul Steinberg, Ph.D., Communications Consulting Group, Rand
4	10/23/02	Case Analysis 1: Stakeholder Boards and Managerial Effectiveness	Due: Metro Health Plan Case Tony Rodgers, General Manager, California MediCal and Healthy Families, Wellpoint Health Networks
5	10/30/02	What makes a successful consulting engagement? Perspectives of Managers and Consultants	Tom Zenty, Exec. VP/COO, Cedars-Sinai Health System Mike Dwyer, Director, PricewaterhouseCoopers, LLC, Susan Funk, Kailos Group Bob Blair, Kaiser
6	11/6/02	Journal Article Discussion #2 2 Student Briefings	Due: Journal Article Summary
7	11/13/02	6 Student Briefings @ 20 minutes	
8	11/20/02	6 Student Briefings	Due: Draft Consulting Report
9	11/27/02	6 Student Briefings	
10	12/4/02	5 Student Briefings	
11	12/9/02	No Class	Due: Consulting Reports

Summary of Due Dates:

October 8, 2002 NOON	Critical Incident Report Journal Article Summary
October 23, 2002	Metro Health Plan Case
November 5, 2002 NOON	Journal Article Summary
November 20, 2002	Draft Consulting Report
As Assigned	Oral Briefing
December 9, 2002	Final Report

6. DESCRIPTION OF ASSIGNMENTS

JOURNAL ARTICLE SUMMARIES – One-Page only, 2.5 % each

Purpose: Students will read and summarize a current article from either the newspaper, professional literature or academic literature and create a one-page summary of the article. The goals of this assignment are:

1. Behavior modeling. In this fast paced era of health care industry change, keeping up with the literature is imperative. As skilled professionals, you need to stay in touch with the literature on an ongoing basis. Referring to these sources of professional information should be built into your professional life.
2. Exposure to the literature. More information exists than any one person can possibly keep up with. One way to keep track of information is by sharing. This encourages continuous learning.

Task: Write a one-page double-spaced summary of a current article you have read and be prepared to present it in five minutes or less to the class. Please include a brief summary of the article as well as some indication as to why you feel it is important to the field of health services or what its relevance is to your professional life or summer field experience. This should NOT be anything that has been assigned through your other coursework.

Sources: Any professional literature to which you are exposed: the newspaper (LA Times, NY Times, Wall Street Journal); current professional or academic periodicals to be found in the library, a short list of which may include:

JAMA, Journal of Nursing Admin, APHA Journal, Modern Healthcare, Hospitals and Health Systems (AHA), Medical Economics, Physician Executive, Healthcare Executive, New England Journal of Medicine, Journal of Healthcare Management, Healthcare Strategic Management, Healthcare Financial Management, Health Care Management Review, Health Affairs. No need to limit yourself to these. Just check out the periodicals shelf in the Biomed Library.

Due: Noon of the day prior to the discussion. You may use the copy machine in the main Health Services office with my code. In this way, the instructors can look them over, identify similarities, themes or patterns, and perhaps select for discussion several of the same theme representing differing perspectives.

Grading: These will not be graded per se. However, you will receive 2.5 points for doing each summary, equaling 5 points of the final grade. Everyone is expected to submit two (2) literature summaries. As with any team situation, the greater learning depends on everyone pulling his or her own weight. The value of this exercise is that everyone shares and everyone learns.

CASE ANALYSIS – One-Two Page Summary Only, 5%

During this quarter, we will discuss one case. The purpose of case discussion is to permit the student to intellectually synthesize knowledge and experience applied to a particular topic or situation requiring resolution. This quarter, our case will specifically focus on health policy/regulation and its impact on and relationship to implementation at the organization and managerial level. You are expected to bring to class a 2 page, double-spaced written discussion of the case and come prepared to make a worthwhile contribution to the class discussion. Remember, there is generally no one right answer to a case. But all management decisions have ramifications and sequelae. So, some decisions are better than others. You should understand the implications of your recommendations, decisions, or analysis.

Specific questions related to each case will be passed out with the case.

ORAL BRIEFING: 20 %

The Oral Briefing is designed for you to share with your classmates and the instructors the major components of your consulting report. The oral briefing is to be **NO LONGER** than 20 minutes. Presentations longer than 20 minutes will be graded down and stopped with the hook. This is why it is called a “briefing” and not a major presentation. Please restrict your comments to the most pertinent concepts, ideas and findings of the report. Please include time for Q&A as part of the 20 minutes. Your report might include the following components:

1. Introduction to your site (brief description)
2. Brief description of your project and problems addressed
3. Methodology (as appropriate)
4. Concise statement of major findings
5. Recommendations if appropriate
6. Relevance to the health care field today
7. Relevance to specific health services management theory and concepts learned in your first year, in your internship or in your literature review.

This oral briefing is to be presented in a professional manner as if you are presenting to the funding committee or management committee of your institution. You will be expected to prepare your presentation using a presentation software program, the laptop computer and the LCD projector. Please dress as if you were presenting to your management team. We encourage you to invite your preceptor.

ORAL BRIEFING EVALUATION GUIDELINES

The following suggestions provide guidelines for the oral briefings for Health Services 400: Integrative Field Seminar.

1. Introduction

- Did the speaker effectively capture the interest and attention of the audience?
- Did the speaker give the necessary explanation of the background from which the problem derived?
- Did the speaker clearly state and explain the problem?

2. Preparation

- Was there sufficient introductory information?
- Were the main ideas of the report clearly distinguished from one another?
- Was there a recognizable progression of ideas that naturally led to the conclusion?

3. Substance

- Did the speaker have adequate supporting data to substantiate what was said?
- Was all the content meaningful in terms of the problem and its solution? (Avoidance of extraneous material)
- Did the speaker present his supporting data understandably?
- Did the speaker relate the material to current health care trends and/or relevant managerial practices or policy concerns?

4. Presentation Style

- Did the speaker use adequate eye contact and gestures in maintaining a natural, communicative style?
- Did the speaker use good, clear diction to express him or herself?
- Was the speaker convincing?

5. Visual Aid Support

- Did the speaker use clear, effective charts, graphs, drawings or diagrams to present material?

6. Conclusions

- Did the speaker conclude the report with finality in terms of one or more of the following:
 - Conclusions reached;
 - Problem solved;
 - Results obtained;
 - Value of such findings to the organization or industry at large;
 - Recommendations offered.

*Adapted from Bateman, Thomas S. And Carl P. Zeithaml, MANAGEMENT: FUNCTION AND STRATEGY (Richard D. Irwin, 1990), p. 550.

CRITERIA FOR ORAL BRIEFING:

Introduction	2
Preparation and Organization	4
Presentation/Style	2
Substance/Content	6
Visual Aid Support	2
Conclusions	2
<u>Q&A</u>	<u>2</u>

Total

20

CRITICAL INCIDENT REPORT –Two-Three Pages, Double spaced, 12 pt. -10 %

Purpose: Effective leadership requires that individuals understand who they are and what impact they have on others. An individual's impact on another or ability to be effective through interactions with others depends in large measure on self-understanding and the ability to objectively assess the outcome of an interpersonal encounter. The goal of preparing a critical incident report is to help individuals examine the way they interact with others in an organization or in interpersonal communications.

Task: Think of a critical incident that occurred during your summer field experience. The incident must be an actual, interpersonal encounter. It should be a challenging episode, one where you doubted your effectiveness or where you felt frustrated and less successful than you felt was possible. In considering which incident to choose for critical analysis, the following criteria should be considered:

- / Identify an incident that was not a “no-win” situation. Something you might have done would have significantly altered the final outcome,
- / Think of an episode in which the choice of a different strategy or manner of interacting might have resulted in more favorable or satisfying outcomes,
- / Avoid incidents in which you acted as the “star” or risk taker, where your behavior was generally impressive or effective, given the circumstances,
- / Select an episode that is still somewhat puzzling; you have not yet completely understood why it turned out the way it did.

Format: Include five sections in your report:

1. Description of the situation or purpose of the interaction: Begin the description with a paragraph about the purpose of your interaction, the setting, the people involved and any other important background information.

2. Your strategy: Write a paragraph about your strategy. What were your objectives? how did you intend to achieve them? Why did you select those goals and strategies?

3. The results: Briefly describe the results of your encounter or strategy.

4. Why you found it frustrating. Write a few sentences about what you found to be especially frustrating and why.

5. What you learned: You may draw upon concepts learned from HS 234 and HS 431 to relate specific organizational and management concepts to what you learned from this critical incident. For example, if this was a personality issue, was there anything you learned in your Kiersey Temperament Sorter exercise that might have contributed to this situation? If you encountered resistance from a co-worker, was there a change management or communication principle that might have been relevant?

CRITERIA FOR CRITICAL INCIDENT

Situation/Purpose	4
Strategy	4
<u>Results/Analysis</u>	<u>2</u>
Total	10

THE CONSULTING REPORT – 50 %

20-page maximum - double spaced, 12 pt.
Due December 9, 2002

Preparation of the final consulting report is a process of thought and concept development, implementation, analysis and presentation. The Consulting Report acts for this Program as does a Comprehensive Exam or a Masters Thesis. Therefore, it is the culmination of effort of all the skills you have learned during the past year. The consulting report integrates the academic and practice lessons you have learned. It should be written in such a way that it promotes organizational or system decision-making. The report should contribute to understanding the implications of decisions on behavior or policy.

This project can be either a management or policy report. It should reflect the application of general principles of organization, management, planning, policy or research to a specific concrete situation.

Students will be expected to produce high quality work that represents their best effort. A "quality" project is:

- < Organized and presented in a concise fashion;
- < Written with proper syntax, spelling and appearance;
- < Addresses important concerns of your field site;
- < Presents, analyzes and interprets relevant data;
- < Contributes to decision-making.

Occasionally, the preceptor's requirements may differ from that of the instructor's. The product required by the preceptor may not meet the requirements of this class. The student must understand that the requirement for this class is to produce a written report in the format of a consulting paper. If your preceptor requires something different, you must still produce a paper with the specifications of this class. One is a work product, the other an academic requirement.

The criteria outlined below are meant as guidelines. Depending on the type of work in which you are involved, the terminology may differ. Design can refer to a research design, a plan for carrying out a management operations study, or the process of developing policy initiatives. In the paper, please use the terminology as you would use it in your work. Regardless of what terms you use, the process of problem solving is the same. It is the analytic process and its communication in written form that is required here.

Much value in this class lies in utilizing the instructors and TA in one-to-one consultation about the report. A draft of the executive summary is due three weeks before the end of the term. We will read this draft thoroughly and make comments to help improve the final copy. We expect the report sent to the preceptors to be the best you are capable of doing.

CRITERIA1. Format:

- a. Report cover, letter quality print, title page naming project, consultant and preceptor, citation of information sources using footnotes or end-notes for references.
- b. Length: 20-page maximum should include relevant figures and tables; supporting materials and data can be placed in an appendix not included in the 20 pages. The readers should not need to refer to the appendix to understand the basic findings of the report.
- c. Recommended format:

Executive Summary	2 pages stand-alone document
Introduction (Background, Objective, Approach, and Organization of the Report)	5 pages
Findings Conclusions/Recommendations	15 pages
Appendices	

2. Content:

- a. Table of Contents
- b. Executive Summary (maximum 2 pages): a summary of the most salient points of the problem, methodology, findings, recommendations and conclusions.
- c. Introduction/Background
- d. Statement of Problem/Study Questions/Objectives
- e. Organization of the Report
- f. Approach/Design: A brief overview of your research design, the methods used to carry out the design and the type of data collected.
- g. Findings/ Validity of findings/ Limitations (of findings or the data)
- h. Conclusions/Recommendations/Implications: The report must include explicit considerations of the strengths and weaknesses of the recommendations and an approach to evaluating the success of the recommendation if implemented.
- i. Appendices as needed

CONFIDENTIALITY

Often the student's work may be confidential. Any confidential information must be treated as such. Information obtained by the student may be sensitive. All information of a sensitive nature (defined by the preceptors), which is discussed in class, should be so defined by the presenters: When presenting in class, mask the data and do not present confidential data in class.

Consulting Report Evaluation Sheet

50 points

Executive Summary	MAXIMUM POINTS	POINTS
CONTENT	9	
Stand-Alone Document	1	
Audience clearly identified/implied	1	
Background Section Comprehensive but succinct Relevant setting to "problem" Motivates the approach of the consultation	2	
Objective of the report Clearly conveyed with statement of assumptions and scope, if needed Conveyed early in the document	1	
Approach In Exec Summary should be very brief, but descriptive Avoid jargon, spell out acronyms at first use	2	
Findings/Recommendations/Product Logical step, based on background and objective Specific, illustrative and vivid Feasible and palatable to client	2	
GRAMMAR & COMPOSITION	3	
Active vs. passive voice Signaling No sentence ambiguity Well developed paragraph theme Transitions throughout document	3	
FORMAT	3	
No headings, 1" margins	.5	
No typos	.5	
2 pages	.5	
12 point	.5	
Page numbers	.5	
Double spaced	.5	
Executive Summary Total	15	

Consulting Report	MAXIMUM POINTS	POINTS
CONTENT	23	
Audience clearly identified/implicit	1	
Background Section States the problem Establishes the need arising from the problem Motivates audience to care about solving the problem	3	
Objective of the report Driven by background section Clearly conveyed for the audience	3	
Organization of Report Effective roadmap to report	2	
Approach Logical step, based on background and objective Discussion of why this was the best approach for the problem Clear description of plan, including scope and assumptions Plan is analytical	5	
Findings/Product Logical result of analyses presented Specific, illustrative and vivid Feasible and palatable to client Present limitations of findings	5	
Conclusion Summarize the key points of the report Recommend next steps Link back to the motivation section of background section	3	
Appendix Appropriate inclusion and use of appendix	1	
GRAMMAR & COMPOSITION	8	
Active vs. passive voice Correct sentence structure and use of punctuation Signaling Combining simple with complex sentences Strong paragraph theme & unity of sentences within paragraphs Transitions throughout document Precise expression by avoiding overuse of: • abstract nouns ending in <i>-tion</i> , <i>-ence</i> , <i>-ness</i> , <i>-ment</i> , <i>-cy</i> , <i>ing</i> • “nounal scaffolding” • prepositional phrases • compound prepositional phrases • elongated verbs • inert opening phrases like “there is” and “it is” (See P. Steinberg’s notes)	8	

Consulting Report	MAXIMUM POINTS	POINTS
FORMAT	4	
Readability of page layout/appropriate use of bullets & tables, if any	1	
1" margins	.5	
No typos	.5	
20 pages	.5	
12 point	.5	
Page numbers	.5	
Double spaced	.5	
Total	35	

GRAND Total	50	
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7. RECOMMENDED READING

PROPOSALS:

◆ Locke, Lawrence, F., Spirduso, Waneen W., and Silverman, Stephen J. **PROPOSALS THAT WORK: A GUIDE TO PLANNING DISSERTATIONS AND GRANT PROPOSALS** (Newbury Park, CA: Sage Publications, 1993)

Chapter 1: The Function of the Proposal, 3-24.

Chapter 6: Style and Form in Writing the Proposal, 119-129.

Chapter 9: Preparation of the Grant Proposal, 166-182.

Specimen Proposal: The Funded Grant: 271-295.

◆ Hamper, Robert J. and Baugh, L. Sue, **HANDBOOK FOR WRITING PROPOSALS** (Lincolnwood, IL: NTC Business Books, 1995)

Chapter 1: Where to Begin?, 1-14.

Chapter 2: 9-Step Proposal Process: An Overview, 15-25.

PRESENTATION SKILLS:

◆ Boylan, Bob, **WHAT'S YOUR POINT?** (Warner Books, 1990)

Chapter 1: Why Presentation Skills? 1-17.

◆ The Communications Consulting Group, **Guidelines for Preparing Rand Briefings**. (Santa Monica: The Rand Corporation, Publications Department, 1994).

◆ Kohut, Gary K. and Baxter, Carol M., **"Presenting Information Orally in the Health Care Field"** in Duncan, Jack W., Ginter, Peter M., and Swayne, Linda E. **STRATEGIC MANAGEMENT OF HEALTH CARE ORGANIZATIONS**. (Boston: PWS-Kent Publishing Company, 1992), pp. 452-460.

WRITING SKILLS:

◆ Hoover, Hardy, **ESSENTIALS FOR THE SCIENTIFIC AND TECHNICAL WRITER** (Toronto, Ontario: Dover Books, a Division of General Publishing Co., Ltd., 1980)

◆ Hopper, V.F., Gale, C., Foote, R.C., and Griffith, B.W., **ESSENTIALS OF ENGLISH** (Hauppauge, NY: Barron's Educational Series, 1990).

◆ Johnson, Edward D., **THE HANDBOOK OF GOOD ENGLISH** (New York: Washington Square Press, 1991)

◆ King, Dr. Lester, **WHY NOT SAY IT CLEARLY: A GUIDE TO SCIENTIFIC WRITING** (Boston, MA: Little, Brown and Company, 1978).

Chapter 2: Good and Bad Writing, 14-20.

Chapter 3: Five Treacherous Servants, 23-68.

◆ Shelton, James H., **HANDBOOK FOR TECHNICAL WRITING** (Lincolnwood, IL: NTC Business Books, 1995).

Section 2: The Process of Technical Writing: Six Steps for Success, 25-81

Section 4-4: The Formal Report, 121-126

◆ Turabian, Kate, **A MANUAL FOR WRITERS OF TERM PAPERS, THESES AND DISSERTATIONS**, 6th Ed. (Chicago, IL: University of Chicago Press, 1996).