**HPM 234: Health Services Organization and Management Theory**

**UCLA School of Public Health Program in Health Policy and Management**

**Spring 2019**

Mondays & Wednesdays: 10:00-11:50  
Location: 33-105

**Instructor**  
Laura Erskine, PhD, MBA  
Department of Health Policy and Management  
Office: 31-253C, Office Hours: [https://www.signupgenius.com/go/10c0944aeac29a4f85-drerskines](https://www.signupgenius.com/go/10c0944aeac29a4f85-drerskines)  
Work: 310-825-4807  
E-mail: lerskine@ucla.edu

**Teaching Assistant**  
Sarah Sprague  
Office Hours: By appointment  
E-mail: sarah.anne.sprague@gmail.com

**Course Description**  
HPM 234 will provide an introduction to individual and group behavior in health care settings. This course draws primarily from the fields of organization theory and behavior and integrates theory and practice through readings, lectures, assignments, and class participation. By the end of the course, students should be able to:

- Apply and discuss theories at the individual, group, and system level as they relate to real-world problems in healthcare management
- Appreciate the ethical issues in decision making from an individual and organization perspective
- Internalize the diverse roles of managers and leaders in fostering an organizational culture and changing organizational culture
- Work with a team to present analysis and recommendations in verbal and written format

**Prerequisites**  
HPM 200A/B

**Required Materials**  
Required/Optional Articles: available on CCLE  
Required readings for a particular class should be completed before coming to class.

*Course requirements, schedule, and assignments are subject to change.*
**Laptop and Phone Policy**
To maximize our time together, I ask that laptops be turned off and put away and cell phones silenced during class. Surfing the web, checking email, typing notes, etc. can be distracting to you, to other students around you, and to the instructor.

**Classroom Contribution**
Students learn from each other as well as from the instructor. The diversity of settings and experiences of the students contributes to class learning. Therefore, **class contribution and attendance are required**. Class contribution grades will reflect your attendance and quality of participation in class discussions and your timely submission of intermediate deliverables.

**Contribution to Class:** With regard to quality, expectations include:
- **Relevance** – does the comment bear on the subject at hand?
- **Causal Linkage** – are the logical antecedents or consequences of a particular argument detailed?
- **Responsiveness** – does the comment react in a useful way to what someone else has said?
- **Analysis** – is the reasoning employed consistent and logical?
- **Evidence** – have data from the reading, along with personal experience, and general knowledge, been employed to support the assertions made?
- **Importance** – does the contribution further the understanding of the issues at hand? Is a connection made with other previously analyzed issues?
- **Individual conviction** – Is it clear that the student really believes in what he/she is saying?

**UCLA ADA Policy**
Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term, as reasonable notice is needed to coordinate accommodations. For more information visit [www.cae.ucla.edu](https://cae.ucla.edu).

**ADA Contact**
Nickey Woods
Center for Accessible Education
A255 Murphy Hall
Phone: (310) 825-1501
TTY / TTD: (310) 206-6083
Fax: (310) 825-9656

**Inclusivity**
UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website ([https://equity.ucla.edu/](https://equity.ucla.edu/)).
Learning Objectives
Council on Education for Public Health (CEPH) areas of foundational knowledge are addressed in this course using the learning objectives listed below along with the assessment that will evaluate students’ attainment of these objectives.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Assessment Method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2:16 - Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making</td>
<td>Online discussion posts, class contribution, Paper #1, Paper #3, Final Exam</td>
</tr>
<tr>
<td>D2:17 - Apply negotiation and mediation skills to address organizational or community challenges</td>
<td>Online discussion posts, class contribution, Paper #2</td>
</tr>
<tr>
<td>D2:19 - Communicate audience-appropriate public health content, both in writing and through oral presentation</td>
<td>Online discussion posts, class contribution, Presentation #1, Paper #1, Paper #2, Paper #3, Team Paper, Final Exam</td>
</tr>
<tr>
<td>M:6 - Understand the process of changing and leveraging organizational culture and contextual factors to achieve desired outcomes</td>
<td>Paper #1, Paper #2, Paper #3, Final Exam</td>
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</table>

Assignment Due Date Grade
Team Presentation: OB in the News various 15%
Online Discussion Posts various 10%
In-class Engagement & Contribution various 10%
Paper #1: Leveraging Networks April 29 10%
Paper #2: The Negotiator’s Dilemma May 13 10%
Team Paper: OB in the Organization May 27 15%
Paper #3: St. Mary’s Hospital June 3 10%
Final Exam June 5 20%

A = 93-100%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%

Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating: Unauthorized acquiring of knowledge of an examination or part of an examination
- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded
**Plagiarism:** Presenting another’s words or ideas as if they were one’s own
- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else’s computer file as your own
- Unauthorized use of someone else’s data in completing a computer exercise

**Multiple Submissions:** Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

**Facilitating Academic Dishonesty:** Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty
- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

**Fabrication:** Falsification or invention of any information in an academic exercise
- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

**Alternatives to Academic Dishonesty**
- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please visit the Dean of Students’ Office in 1206 Murphy Hall, call them at (310) 825-3871 or visit their website at [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu).
**Weekly Schedule**
The syllabus and schedule are subject to change by the professor at any time. Changes will be announced in class and communicated via email. If a student is absent, he or she is responsible for obtaining the information about the changes.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS/GUEST SPEAKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 1 (M)</td>
<td>Introduction; Management Issues in Health Care</td>
<td></td>
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<tr>
<td></td>
<td>April 10 (W)</td>
<td>Ethical Behavior</td>
<td>Required: Chen &amp; Soltes, 2018; Jurkiewicz 2000; Spreier, Fontaine &amp; Malloy, 2006 Optional: Rosenblatt &amp; Jain, 2017; Thacker, 2014; VanDis, Stadum &amp; Choo, 2018</td>
</tr>
<tr>
<td>3</td>
<td>April 15 (M)</td>
<td>Personality</td>
<td>Guest Speaker: Kristy Sherrer, MS Director of Career Services UCLA Fielding School of Public Health</td>
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<td></td>
<td>April 17 (W)</td>
<td>Diversity &amp; Cultural Competency</td>
<td>Rescheduled to May 8</td>
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<tr>
<td>4</td>
<td>April 22 (M)</td>
<td>Motivation</td>
<td>Required: Fishbach, 2018; Lee &amp; Cosgrove, 2014; Quinn &amp; Thakor, 2018 Optional: Mylod, 2017</td>
</tr>
<tr>
<td>5</td>
<td>April 29 (M)</td>
<td>Leadership &amp; Followership</td>
<td>Due: Leveraging Networks Reflection Paper Required: Buell, 2014; Sexton et al, 2014 Optional: Burroughs, 2015; Dudley, 2014; Garman &amp; Carter, 2014 Guest Speaker: Christine Evans, PhD Assistant Medical Group Administrator Kaiser Permanente, Riverside</td>
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<tr>
<td>6</td>
<td>May 6 (M)</td>
<td>Conflict &amp; Negotiation</td>
<td>Required: Cialdini, 2001; Detert, 2018 The Negotiator’s Dilemma (in class)</td>
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<td></td>
<td>May 8 (W)</td>
<td>Managing Change</td>
<td>Required: Garvin &amp; Roberto, 2005; Kotter, 2007; Sirkin, Keenan &amp; Jackson, 2005 Optional: Brett &amp; Luciano, 2018</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Due</td>
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<tr>
<td>7</td>
<td>May 13 (M)</td>
<td>Organizational Theory</td>
<td><strong>Due: Negotiator's Dilemma Reflection Paper</strong>&lt;br&gt;Required: Drucker, 1973; Jaques, 1990&lt;br&gt;Optional: Monarth, 2014</td>
</tr>
<tr>
<td></td>
<td>May 15 (W)</td>
<td>Organization Design &amp; Coordination</td>
<td>Required: Gulati, 2018; Why You Should Rotate Office Seating, 2018; Simons 2005</td>
</tr>
<tr>
<td>8</td>
<td>May 20 (M)</td>
<td>Organizational Interviews</td>
<td>Class does not meet in person</td>
</tr>
<tr>
<td></td>
<td>May 22 (W)</td>
<td>Organizational Interviews</td>
<td>Class does not meet in person</td>
</tr>
<tr>
<td>9</td>
<td>May 27 (M)</td>
<td>Organizational Culture</td>
<td><strong>Due: Team Paper – OB in the Organization</strong>&lt;br&gt;Required: Groysberg et al, 2018; Lorsch &amp; McTague, 2016; Pisano 2019&lt;br&gt;Optional: Kaplan, 2018</td>
</tr>
<tr>
<td></td>
<td>May 29 (W)</td>
<td>Merging Organizations</td>
<td>St. Mary's Simulation (in class)</td>
</tr>
<tr>
<td>10</td>
<td>June 3 (M)</td>
<td>Complexity &amp; Learning</td>
<td><strong>Due: St. Mary's Reflection Paper</strong>&lt;br&gt;Required: Garvin, Edmondson &amp; Gino, 2008; Mehlman, 2016; Tucker &amp; Edmondson, 2003&lt;br&gt;Optional: Bouquet, Barsoux &amp; Wade, 2018; Berwick; 2003; Ghaferi, Myers, Sutcliffe &amp; Pronovost, 2016; Myers, Kudsi &amp; Ghaferi, 2017; Pasupathy &amp; Hellmich, 2015; Shapiro &amp; Angelo, 2014</td>
</tr>
<tr>
<td></td>
<td>June 5 (W)</td>
<td>Final Exam</td>
<td>Final Exam (in class)</td>
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</tbody>
</table>

**Online Discussion Posts**
For each session, make one observation about one of the readings. The post is due the day before class meets by noon. You may not repeat an observation posted by another student.

Discussion posts will be graded out of 3. One point for posting. Two points for posting something cogent and coherent. Three points for posting something insightful and original.
Team Presentation: OB in the News

Health care is regularly featured in the news media. At times the focus is on individual diseases or courses of treatment. Other stories feature a population-level concern about health care access or quality. Still other articles bring attention to individuals’ experiences within health care—good and bad. No matter the focus of the article, organizational behavior and/or theory is implicated.

In this assignment, you will work with your team to identify a recent news article to present to the class. Please meet with your team to answer the following questions:
1. What is the main point of the article? Summarize briefly.
2. Who are the stakeholders involved? What are their perspectives? This will often be implicit and may require you to speculate. That’s fine, but be sure to let your classmates know that you are speculating. Others may disagree with your interpretation, which will lead to a fruitful discussion.
3. How does this issue relate to the topic of the day? How might organizational behavior/theory help you to understand the root of the issue?
4. Imagine that you work for an organization that is concerned about this issue. What additional information would you like as you attempt to solve the problem?
5. What TWO sources might you use to find this additional information?

Using these questions as a starting point, each team will present their article to the class and then lead a large group discussion. Presentations should be a max of 15 minutes and discussion should be another 5-10 minutes. Teams should prepare several question prompts before class. Here are some examples of prompts:
- Who else has a stake in this issue? What might their perspectives be? Why might they have been excluded from the news story?
- How do you think health care administrators would approach this issue? What are the strengths and weaknesses of their approach?
- How do you think medical practitioners approach this issue? What are the strengths and weaknesses of their approach?
- How do you think patients/consumers think about the issue? How can their perspectives be better integrated?
- Do any of you have professional or personal experiences that reveal another side of this issue?

Rubric – Team Presentation: OB in the News

<table>
<thead>
<tr>
<th></th>
<th>4: Exceptional</th>
<th>3: Good</th>
<th>2: Adequate</th>
<th>1: Needs Improvement</th>
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<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>Comprehensively discussed main issues within allotted time; tied to course content.</td>
<td>Comprehensively discussed main issues; used &gt; allotted time; related to course content.</td>
<td>Discussed most of the main issues within the allotted time; related to course content.</td>
<td>Did not discuss the main issues within the allotted time; unrelated to course content.</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Prepared discussion questions and lead the class in a thoughtful discussion.</td>
<td>Prepared discussion question, but needed assistance to lead the class.</td>
<td>Prepared weak questions and needed assistance to lead the class.</td>
<td>Did not prepare adequate discussion questions.</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Showed enthusiasm, engaged classmates, and provided resources for further exploration.</td>
<td>Showed some enthusiasm, engaged some classmates, provided some resources.</td>
<td>Did not show enthusiasm, did not engage classmates, provided some resources.</td>
<td>Did not show enthusiasm, did not engage classmates, and/or did not provide resources.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Professional, high quality presentation materials; paid attention to tone, volume, and pace of presentation.</td>
<td>High quality presentation materials; paid attention to tone, volume, and pace of presentation.</td>
<td>Adequate presentation materials; some attention to tone, volume, and pace of presentation.</td>
<td>No presentation materials; little attention to tone, volume, and pace of presentation.</td>
</tr>
</tbody>
</table>
Reflection Papers
Reflection may be the pivotal way in which we learn. – Warren Bennis

This is a chance to write about yourself and your experience with simulations in a way that improves your own self-understanding and your understanding of your career. This is also an opportunity for you to make connections between the course material and your experience. Specific discussion questions will be posted on CCLE for each of the three reflection assignments.

The final paper should approximately 2 pages; typed and single-spaced. When you use sources (from the course materials or from outside sources) you are required to cite them and provide a list of references at the end of your paper.

Rubric – Reflection Papers
I will grade your paper based on the following questions:
1. Have you presented a coherent, logical argument that begins with a thesis?
2. Do you REFLECT (explore the ‘hows’ and ‘whys’) rather than describe your actions?
3. Do you make connections to course material in a way that demonstrates your understanding of the concepts?

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<tr>
<td>Critical Thinking</td>
<td>Quality of work suggests personal reflection; work is of exceptional quality.</td>
<td>Articulately reflects ideas, opinion, and alternate approaches.</td>
<td>Understands key concepts but is unable to draw inferences.</td>
<td>Misunderstands key concepts; signification errors in interpretation.</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>Integrates thoughts about discussion questions in an organic way.</td>
<td>Addresses discussion questions but lacks elegance.</td>
<td>Addresses discussion questions sequentially.</td>
<td>Ignores discussion questions.</td>
</tr>
<tr>
<td>Citations</td>
<td>Cites more than 2 appropriate sources that are effectively integrated and assimilated into material.</td>
<td>Cites 1-2 references with limited integration.</td>
<td>Uses minimal resources from the course; no integration.</td>
<td>Rushed work with little emphasis on quality; no sources or documentation.</td>
</tr>
<tr>
<td>Structure</td>
<td>Demonstrates growth and maturation of ideas; builds on general knowledge base; coherent; logical.</td>
<td>Articulates ideas; coherent; logical.</td>
<td>Digressive or circular presentation of ideas; lacks coherence and logic.</td>
<td>Chaotic; disorganized; no support for inferences; lacks coherence and logic.</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>Writes eloquently; free of grammar, spelling, or structural mistakes.</td>
<td>Uses correct grammar and spelling; some sentence structure errors.</td>
<td>Uses correct grammar; some spelling and sentence structure errors.</td>
<td>Frequent use of poor grammar, sentence structure, and spelling.</td>
</tr>
</tbody>
</table>
Team Paper: OB in the Organization

Take “In the News” into “the Organization.” In this assignment, you will work with your team to identify a source for an informational interview. Meet with the source to get an understanding of an organizational behavior challenge that they are currently facing.

1. What is the main challenge/decision? Summarize briefly.
2. Who are the stakeholders involved? What are their perspectives? This will often be implicit and may require you to speculate.
3. How does this issue relate to one of the topics covered during the course? How might organizational theory help you to understand the root of the issue?
4. What information in available to help you solve the problem?
5. What additional information would you like as you attempt to solve the problem? What TWO sources might you use to find this additional information?
6. What are some potential solutions to the challenge?

The final paper should approximately 4 pages; typed and single-spaced. The paper must have a specific angle that matches one of the concepts we have covered. When you use sources (from the course materials or from outside sources) you are required to cite them and provide a list of references at the end of your paper.

Rubric – Team Paper: OB in the Organization

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</tr>
<tr>
<td>Course Content</td>
<td>Makes specific connections to a single concept or construct from the course.</td>
<td>Makes loose connections to a single concept or construct from the course.</td>
<td>Peripherally connected to course material.</td>
<td>Not connected to course material.</td>
</tr>
<tr>
<td>Citations</td>
<td>Cites more than 3 appropriate sources that are effectively integrated and assimilated into material.</td>
<td>Cites 2-3 references with limited integration.</td>
<td>Uses minimal resources from the course; no integration.</td>
<td>Rushed work with little emphasis on quality; no sources or documentation.</td>
</tr>
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<td>Structure</td>
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