The University of North Carolina at Greensboro  
The Bryan School of Business and Economics  
Department of Business Administration

MBA 695C-41D (1.5 credits): EXECUTIVE DECISION IN HEALTH CARE  
and  
MBA 695D-71D (1.5 credits): HEALTHCARE DECISIONS: SKILLS AND TECHNIQUES  
collectively  
MBA 695F-31D (3 credits): HEALTHCARE DECISION: THEORY AND APPLICATIONS

Semester: Summer 2010  
Session 1 (May 17 – June 25): MBA 695C-41D  
Executive Decision in Healthcare  
Session 2 (June 28 – August 9): MBA 695D-71D  
Healthcare Decisions: Skills and Techniques  
Session (May 19 – August 9): MBA 695F-31D  
Healthcare Decisions: Theory and Applications  
Course type: Web-based  
Professor: Eric W. Ford, MPH, PhD  
Office: Bryan 352  
Office Hours: Upon request  
Phone: (336) 334-4524  
Email: ewford@uncg.edu

COURSE DESCRIPTION
The course will focus on learning and applying both qualitative and quantitative techniques. In addition, methods for implementing decisions and identifying evidence-based materials will be covered. Although the course will make extensive use of health care examples, the methodologies and tools are applicable to any managerial setting.

CATALOG DESCRIPTION
MBA 695 Special Topics in Business Administration (1.5-3)  
Specific course title identified each semester by the topical extension to the basic title: e.g., Special Topics in Business Law; Organizational Theory. May be repeated for credit when topic varies.

COURSE REQUIREMENTS
MBA 695C-41D class will include online video lectures, discussions, and analysis assignments.

PREREQUISITES – There no prerequisites.
ACADEMIC INTEGRITY
You are responsible for knowing and following the academic integrity policy of UNCG. Any breaches of academic integrity policy will result in the sanctions recommended under the policies. We will discuss this policy briefly in class, but you are responsible for knowing all parts of the policy, which can be found at http://academicintegrity.uncg.edu.

In addition to many other things, being bound by the UNCG academic integrity policy means that you have not copied from anyone or anywhere without attributing the copied materials to that person or place. We will discuss citations in class. Please come talk with me if you have any questions about academic integrity.

SPECIAL NEEDS AND CONSIDERATIONS
Please let me know at the beginning of the semester if you have a physical or learning disability that may need accommodation. We will make reasonable accommodations for persons with documented disabilities. Students should also notify Student Services of any special needs.

COURSE GOALS AND EDUCATIONAL OBJECTIVES
The primary purpose of this course is to develop both an understanding of how evidence is created through the use of evaluation methods as well as a more generic understanding of how decisions are made.

More specifically, students completing this course should be able to:

1. Discuss and describe the contextual issues of evaluation and its use in decision making of health services;
2. Describe the characteristics of and appropriate settings for the various evaluation strategies, including monitoring, time series analysis, appropriate operations research techniques, and cost benefit and cost effectiveness analysis;
3. Understand and apply selected analytical procedures to the evaluation problem;
4. Develop the ability to identify, synthesize, and employ evidence-based learning in both clinical and administrative roles.

This course will involve the use of statistics and may, for those who are less prepared, require that you seek help beyond the texts. I have identified one such resource – Against All Odds – a statistics video series that I will make available online to you.

Specific Course Objectives: Upon successful completion of this course, students will be able to:

1. To assist in developing awareness in the understanding of relationships among creative/innovative thinking, critical thinking, and problem solving/decision making processes;
2. Develop the ability to critique various designs to access the strength and limitation of different evaluation approaches;
3. Frame evaluation questions in order to examine specific decision making in health service organizations;
4. Be familiar with the tools and skills needed to develop their own proposed evaluation of a specific program, policy or change in institutional behavior.

INSTRUCTION MATERIALS

Text:
There is no required text. However, should you desire one, the recommended textbook for the course will be: Veney, J. E. and Kaluzny, A. D. (1998). Evaluation and Decision Making for Health Services, Health Administration Press, 3rd edition.

Additional assigned readings will be distributed via UNCG Blackboard (blackboard.uncg.edu).
**PERFORMANCE EVALUATION, GRADING SCALE, AND GRADING RUBRIC**

Performance evaluation will consist of the following components:

Module 1 – *This module represents the entirety of MBA 695C-41D*

1. Quantitative assignments (3) 30 points
2. Qualitative assignments (2) 20 points
3. Knowledgebase: Test questions co-creation 20 points
4. Exam 30 points

Module 2 – *This module represents the entirety of MBA 695D-71D*

1. Visual paper (HIT Applications and Meaningful Use) 35 points
2. Evaluation of others’ visual papers 15 points
3. Knowledgebase: Test questions co-creation 20 points
4. Exam 30 points

Course grade is based upon the percent of total points, according to the following grade scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
<td>&lt; 70%</td>
<td>F</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Assignment Grading Rubric provides the criteria that faculty use in evaluating student work.

Quantitative assignments will be graded based on detailed explanations of methodology and computations, and correctness of the answer.

Qualitative assignments, such as short essays on complex issues, sensitive topics or life experiences, will be graded based on the depth of discussion, evidence and concepts presented in the literature, and quality of writing.

Both quantitative and qualitative assignments are subject to the following rubric:

<table>
<thead>
<tr>
<th>100%</th>
<th>Content is insightful. It addresses the assignment in a way that indicates comprehension and control over the assignment as well as an understanding of the underlying issues. Major concepts as present in the literature are addressed. Message</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>80%</td>
<td>Content meets and, at times, exceeds the basic requirement of the assignment. It addresses the assignment in a way that indicates comprehension of the assignment and a basic understanding of the underlying issues. Some of the major concepts present in the literature are missing. Message, for the most part, is communicated clearly, concisely, and directly. Frequent faculty assistance required. There is confidence in the presented evidence. Meets deadline.</td>
</tr>
<tr>
<td>60%</td>
<td>Content offers little insight into the greater issues of the assignment, meeting only the very basic requirements. Major concepts in the literature are missing. Message, for the most part, is communicated clearly, concisely, and directly. Constant/continued faculty assistance required. There is doubt about the presented evidence. Fails to meet deadline by greater than 72 hours.</td>
</tr>
<tr>
<td>40%</td>
<td>Content offers no insight into the greater issues of the assignment, only partially meeting the very basic requirements. Major concepts in the literature are missing. Additional revision required to clearly communicate the message. Constant/continued faculty assistance required. Student fails to initiate or maintain contact with faculty. There is doubt about the presented evidence. Fails to meet deadline by greater than one week.</td>
</tr>
<tr>
<td>Less than 40%</td>
<td>Content offers no insight into the greater issues of the assignment. Basic requirements are not met. Major concepts in the literature are missing. The message is not communicated clearly, concisely, or directly. Constant/continued faculty assistance required. Student fails to initiate or maintain contact with faculty. There is doubt about the presented evidence. Fails to meet deadline by greater than one week.</td>
</tr>
</tbody>
</table>

**Knowledgebase: Test question co-creation**

Co-creation is a process that involves students in the creation of the assessments for the course. In these kind of assignments, students submit questions in specified format, based on the readings and in-class assignments. Each student will submit a set of three questions for each lecture unit. The set must consist of one multiple choice question, one fill-in-blank question, and one short essay question (with specified correct answers).

Co-creation questions need to be formatted in Respondus software. Please download it from [www.respondus.com](http://www.respondus.com) and register your copy using this information:

- Enter the institution name exactly as shown below with a space on each side of the dash: University of North Carolina – Greensboro
- Enter the contact information as: Contact the ITC in your academic unit
- Enter the installation password as: ZR021382662-517814163

To familiarize yourself with Respondus, please watch two short training presentations:

"Importing questions with Respondus" at http://www.respondus.com/movies/Importing/Importing%20Questions%20with%20Respondus.html

**Exams**

The exams will consist of the submitted co-creation questions and I reserve the right to author up to 20% of the exam.
## CLASS SCHEDULE

### Module 1

<table>
<thead>
<tr>
<th>Web Session</th>
<th>Subject</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| **Unit 1: Decision Making**        | Course Introduction                                                    | *http://chierdata.ba.ttu.edu/Reports/ecosc-high/EcoSC-L1/EcoSC-L1.html*  
|                                    | A. How to Decide: The Making of a Decision                             | *http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1B1/M2L1.html*  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1B2/M2L2.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1B3/M2L3.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1B4/M2L4.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1B5/M2L5.html |
|                                    | B. Deciding to Decide: Who Makes Decisions and When to Make Them       | *http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1C1/M4L1.html*  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1C2/M4L2.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1C3/M4L3.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1C4/M4L4.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/1C5/M4L5.html |
|                                    | C. Heuristics                                                          | *(the presentation describes homework assignment)*  
Reading: Hammond et. al 1998  
Assignment: Exercise – Even Swaps |
|                                    | D. Decisions in Healthcare                                             | No video lectures  
Reading: Text chapter 7 & 8  
Assignment: Scale Construction |
| **Unit 2: Evidence-Based Medicine**| A. Evidence-Based Medicine and Evidence-Based Management               | *http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/4C1/M10L1.html*  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/4C2/M10L2.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/4C3/M10L3.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/4C4/M10L4.html |
|                                    | B. Trends Analysis / Forecasting                                       | *(This talks of Gantt, Pareto chart, CPM, Control chart, Flow chart)*  
Reading: Ecker, 1991; Garvin & Roberto, 2001; Meaney, 1999  
Assignment: Memo – Decision Timing |
| **Unit 3: Measurement, Evaluation and Data** | A. Monitoring as an Evaluation Strategy                             | *http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/2A1/M3L1.html*  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/2A2/M3L2.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/2A4/M3L4.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/2A5/M3L5.html |
|                                    | B. Trends Analysis / Forecasting                                       | *http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/2B1/M5L1.html*  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/2B2/M5L2.html  
http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/2B3/M5L3.html |
### Unit 4: An introduction to LEAN/Six Sigma

**A. Reviewing LEAN/Six Sigma**

<<<Huerta’s Lean-six Sigma>>>

Reading: Text chapters 3 & 4  
Assignment: Quantitative Monitoring

### Unit 5: Social Issues in Decision Making

**A. Social Behavior: Biases and Preconceptions**

Assignment: Memo – Rule of Thumb

**B. Building Consensus**

[http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/4B1/Chapter%209.html](http://chierdata.ba.ttu.edu/~calculon/ISQS_Videos/4B1/Chapter%209.html)  

### Unit 6: Operations Research Techniques

**A. Operations Research Techniques**

Need to add lectures here  
Reading: Text chapters 9, 10  
Assignment: Exercise – Trend Analysis

The video lectures can also be viewed at and downloaded from  
[http://chierdata.ba.ttu.edu/HOMISQS/HOMISQS/ISQS_5230.html](http://chierdata.ba.ttu.edu/HOMISQS/HOMISQS/ISQS_5230.html)
## Module 2

<table>
<thead>
<tr>
<th>Web Session</th>
<th>Subject</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Health Information Technology: a two-step link exploration</td>
<td></td>
<td><a href="http://healthit.hhs.gov">http://healthit.hhs.gov</a> <a href="http://www.youtube.com/watch?v=Qx9IEDs2XjE&amp;feature=player_embedded">http://www.youtube.com/watch?v=Qx9IEDs2XjE&amp;feature=player_embedded</a></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>C. E-HIM</td>
<td><a href="http://www.ahima.org/e-him/">http://www.ahima.org/e-him/</a></td>
<td></td>
</tr>
</tbody>
</table>