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HSPM 7336 - The Healthcare Supply Chain

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
HSPM 7336: The Healthcare Supply Chain Fall 2016

Instructor: David E Schott, DrPH, MBA, CPH
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Phone: (229) 474-9199
E-Mail Address: ds05029@georgiasouthern.edu *email is preferred communication method*
Office Hours: Tuesday: after class; other times by appointment.

Web Page: Folio
Class Meets: Tuesdays: 6:30 pm - 9:15 pm; Information Technology Building Room 2203.

-- Course schedules can be found at: <http://www.collegesource.org/displayinfo/catalink.asp> --

Prerequisites: Admission to the MHA Program
Web-CT Address: The URL will be available one week prior to the course start date.

Catalog Description: The healthcare supply chain is a vital core business component of the health organization with the mission of delivering the technological elements of the patient care process to the providers of care. From strategic sourcing and purchasing, acquisition, logistics, inventory management, to point of use applications, this course provides understanding, knowledge and evaluation models to operate and manage an organization's enterprise resource planning and management system, specifically with regard to the supply chain system and the management of that system as evaluated from a strategic, operations management and financial perspective.

Required Textbook: Ledlow, Gerald R.; Manrodt, Karl; & Schott, David (2016). Healthcare Supply Chain Management: Elements, Operations and Strategies, Jones and Bartlett Learning Publishers, Inc: Sudbury, Massachusetts.



http://www.jblearning.com/catalog/9781284081855/?utm_source=WhatCounts%2c+Publicaster+Edition&utm_medium=email&utm_campaign=Coming+in+June%3a+Health+Care+Supply+Chain+Management&utm_content=Health+Care+Supply+Chain+Management

JPHCOPH (College Level) Student Learning Outcomes: At the completion of the M.H.A. degree program all students will be able to understand and apply concepts concerning:

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostats, Epid, Env Health, Hlth Policy/Mgt, & Social/Behav Sc) in practice & research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

Health Policy and Management (Departmental Level) Student Learning Outcomes: At the completion of the M.H.A. degree program all students will be able to understand and apply concepts concerning:

- I. Analyze and evaluate the financial management of health organizations including structuring, marketing, and governance.
- II. Evaluate the management of change in health organizations.
- III. Conduct and interpret relevant health administration research using appropriate research designs and analytic techniques.
- IV. Communicate health services administration principles and concepts to lay and professional audiences through both oral and written communication.

Program Competencies: At the completion of the M.H.A. degree program all students will be able to (domains are listed first and competencies under each domain follow; established in Spring, 2015):

I. COMPETENCY DOMAINS

A. Measurement and Analysis

Measurement: Identify information needs, and gather and understand relevant data information in order to define a problem, to assess a situation, or to implement a set of metrics.

Analysis: Organize, manipulate and use information to assess performance, to identify alternative courses of action, to investigate hypotheses, or to accomplish other strategic goals.

B. Communication

Receive and convey information in ways that encourage continued dialogue among stakeholders. Effective communication involves strong written and oral transmission skills, responsive listening, and use of creative strategies for exchanging information.

C. Leadership

Influence others to reach their highest level of effectiveness in achieving common goals, both as individuals and in teams. Establish direction and engage various constituencies to produce a shared vision of the future, motivating and committing them to action, and making them responsible for their performance.

D. Law and Ethics

Establish high ethical standards, create a culture of shared ethical values and legal understanding, and transform those ideals into visions and expected behaviors.

E. Professional Development

Required to excel professionally throughout one's career and to make meaningful contributions to the field.

II. COMPETENCIES BY DOMAINS

Domain 1: Measurement and Analysis

Measurement:

- A.1 Identify appropriate sources and gather information, effectively and efficiently.
- A.2 Appraise literature and data critically.
- A.3 Develop, understand and use data from performance, surveillance or monitoring systems.

Analysis:

- A.4 Financial analysis: Understand and explain financial and statement; prepare and manage budgets; and make sound long-term investment decisions.
- A.5 Statistical analysis: Understand and apply basic statistical methods relevant to public health practice.
- A.6 Policy analysis: Understand the policy-making process and the role of politics; assess a problem and identify and compare potential policy solutions; and understand and critically assess methods to evaluate policy impact.
- A.7 Economic analysis: Use basic microeconomic theory to understand how the incentives of consumers, providers, and payers affect behaviors, costs, and other outcomes; understand and apply basic econometric tools for the empirical study of issues in health economics.
- A.8 Operational analysis: Analyze, design, or improve an organizational process, including the use of quality management, process improvement, marketing and information technology principles and tools.
- A.9 Population health assessment: Understand and apply basic epidemiologic principles, measures, and methods to assess the health status of a population; identify risk factors in individuals and communities; evaluate the impact of population-based interventions and initiatives.
- A.10 Decision Making: Implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders, and organizational values.

Domain 2: Communication

- B.1 Convey: Speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.
- B.2 Listen: Receive, process, and respond appropriately to information conveyed by others.
- B.3 Interact: Perceive and respond appropriately to the spoken, unspoken, or partly expressed thoughts, feelings, and concerns of others.

Domain 3: Leadership

- C.1 Organizational Vision: Through effective governance, establish an organization's values, vision, and mission; systematically enhance performance and human material and knowledge resources.
- C.2 Strategic Orientation: Analyze the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.
- C.3 Accountability: Hold self and others accountable to standards of performance; encourage commitment to the long-term good of the organization.
- C.4 Change Leadership: Energize stakeholders and sustain their commitment to the organization while adapting to changes in the environment.
- C.5 Collaboration: Work collaboratively with others as part of a team or group, demonstrating commitment to the team's goal and encouraging individuals to put forth their best effort.
- C.6 Organizational awareness: Understand and learn from governance structures, formal and informal decision making structures, and power relationships in an organization, industry, or community.

Domain 4: Law and Ethics

- D.1 Use legal reasoning as a tool for analysis, communication, strategy and planning.
- D.2 Behave ethically and promote standards of ethical behavior throughout organizations and professional communities.
- D.3 Develop an understanding of healthcare state and federal legislation as it affects healthcare organizations.

Domain 5: Professional Development

Self-Awareness:

- E.1 Actively seek feedback from others, reflecting and learning from successes and failures.
- E.2 Develop an accurate view of own strengths and developmental needs, including the impact one has on others.

Self-Development:

- E.3 Continuously push self to raise personal standards of performance and exceed expectations.
- E.4 Address knowledge, skills, and other developmental gaps through reflective, self-directed learning, and by trying new approaches.
- E.5 Establish, build, and sustain a career plan for professional development.

Course Objectives: At the completion of this course the student will be able to (linked to M.H.A. program competencies listed above):

1. Discuss and explain the foundations of enterprise resource planning (supply chain). A.7; C.5; E.4;
2. Discuss and explain how leaders use enterprise resource planning within strategic and contingency management and planning as leadership tools to create a successful environment for their organizations including partnership building across various markets and constituency groups. A.1; A.3; A.4; C.1; C.6;
3. Discuss and explain how enterprise resource management (supply chain) perspectives and theories within organizational structures contribute to effective and efficient leadership and management of a health organization. A.8; B.3; C.1;
4. Describe the components of the supply chain system, specifically components of planning and management, within the context of the health enterprise. A.8; C.2; C.3; C.6;
5. Synthesize and evaluate, from the management and legal literature, enterprise resource planning and apply the process of evaluation and planning to various health organization scenarios. A.1; A.2; A.7; A.10; C.2; D.1; D.3;

Overview of the Content to be Covered During the Semester:

Week in Course	Assignment	Comments
1 Aug 16 IT Room 2203	Introduction to Course, Chapter 1 in pdf Textbook; Chapter 1 Supplemental Files; Journal Items for Chapter; MYGS Building a Better U Microsoft Excel Tutorial Start	First half of class is lecture and second is group presentations and discussion
2 Aug 23 IT Room 2203	Chapter 2 in textbook; Chapter 2 Supplemental Files; Journal Items and Assignments for Chapter; MYGS Building a Better U Microsoft Excel Tutorial Finish	First half of class is lecture and second is group presentations and discussion
3 Aug 30 IT Room 2203	Chapter 3 in textbook; Chapter 3 Supplemental Files; Journal Items and Assignments for Chapter	First half of class is lecture and second is group presentations and discussion
WEEK 4 Sep 6 IT Room 2203	Chapter 4 in textbook; Chapter 4 Supplemental Files; Journal Items and Assignments for Chapter	First half of class is lecture and second is group presentations and discussion
5 Sep 13 IT Room 2203	Chapter 5 in textbook; Chapter 5 Supplemental Files; Journal Items and Assignments for Chapter	First half of class is lecture and second is group presentations and discussion
6 Sep 20 IT Room 2203	Part 1 (Chapters 1 – 5) Test and Turn in Group Journal From Part 1	Email Journal for Part 1 (chapters 1- 5) to Instructor, Part 1 test is first class session of week; discussion second class of week
7 Sep 27 IT Room 2203	Chapter 6 in textbook; Chapter 6 Supplemental Files; Journal Items and Assignments for Chapter	First half of class is lecture and second is group presentations and discussion
8 Oct 4 IT Room 2203	Chapter 7 in textbook; Chapter 7 Supplemental Files; Journal Items and Assignments for Chapter	First half of class is lecture and second is group presentations and discussion
9 Oct 11 IT Room 2203	Chapter 8 in textbook; Chapter 8 Supplemental Files; Journal Items and Assignments for Chapter	First half of class is lecture and second is group presentations and discussion

WEEK 10 Oct 18 IT Room 2203	Chapter 9 in textbook; Chapter 9 Supplemental Files; Journal Items for Chapter	First half of class is lecture and second is group presentations and discussion
11 Oct 25 IT Room 2203	Chapter 10 in textbook; Chapter 10 Supplemental Files; Journal Items for Chapter	First half of class is lecture and second is group presentations and discussion
12 Nov 1 IT Room 2203	Part 2 (Chapters 6-10) Test and Turn in Group Journal From Part 2	Email Journal for Part 2 (chapters 6-10) to Instructor, Part 2 test is first class session of week; discussion second class of week
13 Nov 8 IT Room 2203	Chapter 11 and 12 in textbook; Chapter 11 and 12 Supplemental Files	First half of class is lecture and second is group presentations and discussion
WEEK 14 Nov 15 IT Room 2203	Chapter 13 in textbook; Chapter 13 Supplemental Files;	First half of class is lecture and second is group presentations and discussion
15 Nov 29 IT Room 2203	Chapter 14 in textbook; Chapter 14 Supplemental Files;	First half of class is lecture and second is group presentations and discussion
16 Dec 6 IT Room 2203	Part 3 (Chapters 11-14) Test	Part 3 test

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio or publications. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods: Class meetings will be a combination of lecture, class discussion, computer demonstration, and group work. Written assignments, group presentations on supplemental material, digital tools and aids, and three exams constitute the basis of student evaluation. Each class session will be lecture (75-100 minutes), Group supplemental presentation (10 – 15 minutes) and Group Journal and Assignment work and presentation (30 – 60 minutes).

Exam Schedule: Part 1 Examination: Week 6 of Course;

Part 2 Examination: Week 12 of Course; and
 Part 3 Examination: Week 16 of Course.

Grading:

Weighting of assignments for purposes of grading will be as follows:

Part 1 Exam (Written).....	250 points (25%)
Part 2 Exam (Written).....	250 points (25%)
Part 3 Exam (Written).....	250 points (25%)
Group Part 1 Journal and Assignments.....	100 points (10%)
Group Part 2 Journal and Assignments.....	50 points (5%)
Group Supplemental Material Presentations.	100 points (10%)
<hr/>	
Total Possible Points	1000 points (100%)
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The following point scale will be utilized in grading:

- 900-to-999 points (90%) A
- 800-to-899 points (80%) B
- 700-to-799 points (70%) C
- 000-to-699 points (69%) F

A cumulative total of 699.99 points or less will be considered as failing. For calculation of your final grade, all grades above will be included. Your grades ***will not*** be posted. All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc...). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!

Index of Assignments and Evaluations to Course Learning Objectives

	<u>Course Learning Objectives</u>
Exams	1, 2, 3, 4;
Group Journal & Assignments.....	1, 2, 3, 4, 5;
Group Supplemental Material Presentations.....	2, 3, 4, 5.

Assignments/Deliverables/Examinations

The instructor will explain assignments/deliverables/examinations in class; the following is a summary of the assignments/deliverables/examinations:

Part 1, 2 & 3 Examinations: These exams are written and could include the following evaluation formats: multiple choice, true or false, matching, fill in the blank, short answer, and/or short essay. This exam is based on Chapters 1, 2, 3, 4, & 5 for Part 1 and 6, 7, 8, 9 & 10 for Part 2 and Chapters 11, 12, 13 & 14 for Part 3 of the Text and all Instructor's Supplemental Material of the course. These exams will be administered during the 6th and 12th and 16th weeks of the course.

Journal and Assignments: At the end of each chapter, journal questions and activities are listed. Each student within their assigned group, groups work independently, must complete and submit a Part 1 and a Part 2 Journal and assignment document via email attachment to the instructor. This will be one assignment per group for submission. The last 30 – 60 minutes of each class will be group work and possible presentation of journal and assignment work. See class schedule for due dates for the two submissions.

Group Supplemental Material Presentations: Each student will be placed in a group of 4 – 6 students during the semester. Each group will read and synthesize supplemental material (on the course web site) for each assigned chapter each week of the course. **As discussed, scheduled and assigned in the first class session, a group will prepare an 8 – 10 minute PowerPoint presentation of 8-10 slides with citations providing an overview of key points from the supplemental material.** The group supplemental material presentation scheduled will be determined in the first class session of the semester. Groups that bring in additional material with citation (in addition to the provided supplemental material) will be graded more favorably. Groups should prepare the slide and presentation each week with at least two group members presenting each week.

Academic Misconduct: As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal (and no other) use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

Academic Misconduct:

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not

limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by faculty or staff within JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the students discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the

student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Deans level will ensure that the students work is evaluated in an appropriate manner.

Academic Handbook: Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar for the Semester:

The University Calendar is located with the semester schedule, and can be found at: <http://www.collegesource.org/displayinfo/catalink.asp>.

Attendance Policy:

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period.

Two Final Notes:

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

Lastly, my goal is to facilitate your advancement of knowledge and critical thinking concerning the healthcare supply chain in this course; please come prepared for class so you can get the most from this experience.