



**INDIANA UNIVERSITY**

DEPARTMENT OF PUBLIC HEALTH  
School of Medicine

# Memorandum

**To:** Curriculum Sub-Committee

**From:** Carole Kacius, PhD, MPH Program Director *Carole Kacius*

**CC:** Shawne N. Mathis, Student Service Coordinator

**Date:** 3/6/2009

**Re:** Course Change Request Forms

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The Department of Public Health is submitting the enclosed forms so that:

1. Our MPH course numbers correspond with the sequence in which students enroll in the courses;  
i.e. 500 level courses are taken in the first year  
600 level courses are taken in the second year  
700 level courses are taken in the third year
2. MPH courses now taught by the Department of Public Health for the MPH Program can have their own unique (not shared) course numbers that begin with "P".

Course Change Request

Indiana University

IUINA Campus

Check Appropriate Boxes: Undergraduate credit [ ] Graduate credit [x] Professional credit [ ]

1. School/Division Medicine /Public Health
2. Academic Subject Code PBHL 3. Current Course Number H502 4. Current Credit Hours 3
5. Current Title Developing Strategic Capabilities
6. Effective Semester/Year for changes listed below: Fall 2009 7. Instructor: Rong

Type of Change Requested (Check appropriate boxes and indicate changes)

[x] 8. Change course number to: P616 (must be cleared with University Enrollment Services)
[x] 9. Current course title: Developing Strategic Capabilities

Change to: Strategic Planning for Health Services Organizations
Recommended abbreviation (optional) Strategic Plan for HLTH Ser Org

[x] 10. Current credit hours fixed at: 3 or variable from: --- to ---
Change to credit hours fixed at: --- or variable from: --- to ---

[x] 11. Current lecture contact hours fixed at: 3 or variable from: --- to ---
Change to lecture contact hours fixed at: --- or variable from: --- to ---

[x] 12. Current non-lecture contact hours fixed at: --- or variable from: --- to ---
Change to non-lecture contact hours fixed at: --- or variable from: --- to ---

[x] 13. Is this course currently graded with S-F (only) grades? Yes \_\_\_ No [x]
Change to S-F (only) grading? Yes \_\_\_ No \_\_\_

[x] 14. Does this course presently have variable title approval? Yes \_\_\_ No [x]
Is variable title approval being requested? Yes \_\_\_ No \_\_\_

[ ] 15. Is this course being discontinued? For all campuses \_\_\_ or for this campus only \_\_\_

[x] 16. Current course description this course aims to develop the student's knowledge and ability in strategic management in health services organizations. Based on an introduction to the general process model of strategic management, the course will engage in detailed discussions of a series of topic in strategic management.

Change course description to (not to exceed 50 words)

17. Justification for change Title and course number better reflect course discription and content. (Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library? Yes

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Carole Kacius Date 3/11/09
Department Chairman/Division Director

Approved by: Date
Dean
Chancellor/Vice-President Date
University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**INDIANA UNIVERSITY SCHOOL OF MEDICINE  
DEPARTMENT OF PUBLIC HEALTH  
FALL, 2008**

**COURSE TITLE:** Strategic Planning for Health Services Organization

**COURSE NUMBER:** H502 – New P616

**LOCATION:** EF225

**DATE:** Monday 6:00 pm – 8:40 pm

**FACULTY:** Nan Rong, PhD, MPH  
Assistant Professor  
Department of Public Health  
Indiana University School of Medicine  
714 Senate Avenue, Suite 250  
Indianapolis IN, 46202-3297  
Telephone: (317) 274-3245  
Email: nrong@iupui.edu  
Office Hours: Monday 4 pm – 6 pm

**COURSE DESCRIPTION**

This course aims to develop the student's knowledge and ability in strategic management in health services organizations. Based on an introduction to the general process model of strategic management, the course will engage in detailed discussions of a series of topics in strategic management. These topics include the identification of the organization's mission, vision, and values, the analysis of the external and internal environment of the organization, the identification of strategic challenges and opportunities, the development of strategies, the evaluation of strategies, the communication of strategies, and the development and evaluation of an action plan.

The course emphasizes the unique strategic challenges facing health services organizations and their leadership, and aims to develop accordingly the student's ability to identify, analyze and address these challenges.

The course utilizes real-world cases to facilitate the understanding of basic course content. The conceptual model of strategic management will be illustrated through the analysis of selected health care cases. The student will also be required to independently analyze a strategic case most relevant to their field of work or study applying the conceptual strategic planning process.

## **MPH PROGRAM COMPETENCIES ADDRESSED IN THIS COURSE**

### PERSPECTIVES

- B. Describe the public health system in relation to ethical, social, cultural, political, economic, historical and legal systems
- E. Analyze public health problems using ethical, cultural and historical frameworks and strategic thinking, evaluating their implications for public health practice.
- F. Act in concert with personal, professional and community sense of values.
- G. Critique ethical, social, cultural, political, economic, historical and legal dimensions of policies and programs which affect the health of diverse populations.

### SKILLS

- K. Create learning environments for program management, policy proposals or intervention strategies.
- L. Serve as a member of culturally and professionally diverse teams working on local, regional, and national public health issues.

### APPLICATIONS

- N. Involve members of diverse communities in collaborations to identify and solve problems, facilitating search for common ground.
- O. Advocate for public health programs and resources.
- Q. Create a shared vision among culturally and professionally diverse individuals and groups to achieve public health goals.
- R. Build coalitions and partnerships.
- S. Apply systems approach to identification and solution of problems, incorporating strategic planning models and quality improvement tools.

### **LEARNING OBJECTIVES**

1. Explain the basic concepts and principles of strategic management, as well as the components and phases of the strategic planning process.
2. Perform analysis of the organization's internal and external environment in order to identify its strategic challenges.
3. Design strategies to address these strategic challenges.
4. Communicate strategies to the organization and the community.
5. Produce and present a strategic action plan and explain key requirements for successful implementation.

## REQUIRED OR SUGGESTED TEXT AND/OR READINGS

### Required

Swayne, L.E., Duncan, W.J., & Ginter, D.M. (2006). *Strategic management of health care organizations* (5<sup>th</sup> ed.). Malden, MA: Blackwell Publishing (Abbreviated as SDG in reading assignments)

### Recommended

Longest, B.B., Rakich, J.S., & Darr, K. (2000) *Managing health services organizations* (4<sup>th</sup> ed.). Baltimore, MD: Health Professional Press.

Additional assigned readings will be posted on OnCourse under "Resources" two weeks prior to class.

## EVALUATION AND GRADING SCALE

1. Class attendance (10%)
2. Participation in class discussion (20%)
3. Presentations of assigned case studies (30%)
4. In-class presentation of student's own project (15%)
5. Written report of student's own project (25%)

Final letter grades will be assigned using the following scale:

A+, A	94 to 100%	C+	77 to 79%
A-	90 to 93%	C	73 to 76%
B+	87 to 89%	C-	70 to 72%
B	83 to 86%	F	69% or less
B-	80 to 82%		

## GUIDELINES

### Guideline for case study presentation

Each student will present two case studies in class.

1. Preparation: To prepare for the presentation, the student should read the case study material thoroughly in light of the topics covered up to that point in class lectures.
2. Focus: While the case study should be presented in its entirety, the focus of the presentation should be to illustrate the assigned topic for that particular presentation.
3. Length: The presentation should be no more than 20 minutes, followed by 15 minutes of class discussion.
4. Format: Microsoft PowerPoint is required for the presentations. Handouts for the class are encouraged.

5. Evaluation: Each presentation will be graded on a 15-point scale.

#### Guideline for independent project

Each student will conduct an independent analysis of a real-world health care strategic management case.

1. Case selection: The student will select an organization in the field of health services for the purpose of the case study. The student is responsible for making the initial contact and setting up interviews.
2. Content: The project should contain the following main components
  - 1) Background and introduction of the organization
  - 2) Analysis of its external environment
  - 3) Analysis of its internal environment
  - 4) Strategic challenges facing the organization and its competitive advantages
  - 5) Strategy recommendations
  - 6) A preliminary action plan and potential barriers to its implementation
3. Data collection:
  - 1) Background information: Take advantage of the fact that a wealth of information regarding a not-for-profit organization can be found in the public domain.
  - 2) Key informant interview instrument: The design of this instrument should begin shortly after the September 15 class and should be an ongoing process of additions and refinement.
  - 3) Key informant interview(s): Key informant interview(s) will be conducted by the student using the above instrument. Key informant(s) are selected by the student from within the organization and should be knowledgeable about the organization's management. It is strongly recommended that the interview(s) begin no later than November 1.
4. Deliverables:
  - 1) In-class project presentation (December 1 and December 8): This oral presentation should be no longer than 20 minutes, followed by 10 minutes of class discussion and feedback. PowerPoint presentation is required. The presentation will be graded on a 15-point scale.
  - 2) Written report: The due date is December 8 for those students who presented on December 1, and December 15 for those who presented on December 8. It should be no longer than 10 single-spaced pages. The instrument for the key informant interview(s) should be attached to the written report as an appendix. The written report will be graded on a 25-point scale.

## STUDENTS WITH DISABILITIES

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in CA 001E and you can reach the office staff by calling 274-3241.

## STUDENT COURSE EVALUATION

The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

## ACADEMIC INTEGRITY

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI *Code of Student Rights*, <http://live.iupui.edu/dos/code/htm>.

“Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.” (Faculty Council, May 2, 1961; University Faculty council, March 11, 1975; Board of Trustees, July 11, 1975) Students should refer to the document entitled “Plagiarism Guidelines” posted on OnCourse under “Syllabus” for information regarding student’s responsibilities and penalties for plagiarism.

## CLASS SCHEDULE

Date	Lecture topics/Presentations	Reading Assignments
8/25	I. Course introduction	None
	II. Before we start <ul style="list-style-type: none"><li>- Comparison – health care market vs. other markets</li><li>- Comparison – for-profit orgs vs. not-for-profit orgs</li><li>- Comparison – health services orgs vs. other orgs</li><li>- Management, strategic management and strategic planning</li></ul>	
9/1	No class	

9/8	I. A very brief review of the U.S. health care system	1. SDG Chapter 1 2. SDG Appendix A
	II. Introduction to strategic management - The need for and the evolution of strategic management - Different philosophies in strategic management - The general process and main components of strategic management	
	III. How to analyze health care strategic cases	
9/15	I. Directional strategies - Mission, vision, values and strategic goals - Stakeholder identification	SDG Chapter 5
	II. Elements of a key informant interview	
9/22	No class	
9/29	I. Analysis of external environment - What does the external environment encompass? - What are the changes in the external environment? - Techniques of external environment analysis	1. SDG Chapter 2 2. Case study material
	II. Student case study presentations and discussion (Topic: Directional strategies)	
10/6	I. Analysis of external environment (cont'd) – stakeholder analysis and service area competitor analysis	1. SDG Chapter 3 2. Case study material 3. Additional assigned reading
	II. Analysis of internal environment - What does the internal environment encompass? - Techniques of internal environment analysis	
	III. Student case study presentations and discussion (Topic: External environment analysis)	
10/13	I. Analysis of internal environment (cont'd)	1. SDG Chapter 4 2. Case study material
	II. Student case study presentations and discussion (Topic: External environment analysis – stakeholder analysis and service area competitor analysis)	
10/20	I. Identification of strategic challenges and competitive advantages	1. SDG Chapter 4 2. Case study material
	II. Student case study presentations and discussion (Topic: Internal environment analysis)	
10/27	No class	

11/3	I. Strategic management of information systems	Additional assigned reading
	II. Student case study presentations and discussion (Topic: Identification of strategic challenges and competitive advantages)	
11/10	I. Development of strategies - General guidelines for developing a strategy - The development of various types of strategies (adaptive, market entry, competitive)	1. SDG Chapter 6 2. Case study material
	II. Student case study presentations and discussion (Topic: Strategic management of information systems)	
11/17	I. Evaluation of strategies - General guidelines for evaluating a strategy - The evaluation of various types of strategies (adaptive, market entry, competitive)	1. SDG Chapter 7 2. Case study material
	II. Student case study presentations and discussion (Topic: Development of strategies)	
11/24	I. Communication of strategies	SDG Chapter 8, 9, 10
	II. Implementation of strategies - Service delivery strategies - Support strategies - The translation of strategies into action plans – barriers	
12/1	Presentations of student projects	None
12/8	I. Presentations of student projects	None
	II. Course evaluation	