Course Change Request

Date Submitted: 11/27/17 3:34 pm

Viewing: PHPM 620 : Operations Management

Last edit: 01/16/18 2:09 pm
Changes proposed by: monica-a-garza

Programs referencing this course

CERT-CG25: Health Systems Management - Certificate

Other Courses referencing this course

As A Banner Prerequisite:

PHPM 680 : Health Systems Leadership

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica Garner</td>
<td><a href="mailto:magarner@sph.tamhsc.edu">magarner@sph.tamhsc.edu</a></td>
<td>979-436-9483</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix  PHPM
Department    Health Policy & Management
College/School Public Health
Academic Level Graduate
Effective term 2018-2019

Complete Course Title
Operations Management

Abbreviated Course Title
OPERATIONS MANAGEMENT

Catalog course description

This course is organized around the types of tactical and operational decisions made by health care operations managers. Tactical decisions are medium- and long- term decisions that together determine the processes by which health care services are produced and delivered, while operational decisions are short-term decisions concerned with utilizing resources to meet the objectives of the organization in an efficient manner. Building on a “system-based” approach to the health care environment, analytical tools are examined to aid problem solving and decision-making in health care organizations. Where appropriate, spreadsheets will be used to ease computational work, facilitate analysis, and aid in the presentation of results. This course examines operational decisions through a combination of lectures, problem sets, organizational analysis, and readings.

Prerequisites and Restrictions

PHPM 617 and PHPM 631.

Should catalog prerequisites/concurrent enrollment be enforced?

Yes

Approval Path

1. 11/27/17 3:35 pm
   Monica Garner (monica-a-garza): Approved for PHPM Reviewer
2. 11/27/17 3:44 pm
   Mike Morrisey (morrisey): Approved for PHPM Department Head
3. 12/06/17 1:47 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 12/20/17 8:33 am
   Rick Danko (danko): Approved for PH Committee Preparer
5. 01/16/18 2:13 pm
   Szu-Hsuan Lin (micheylewu): Approved for PH Committee Chair
6. 01/16/18 2:19 pm
   Jay Maddock (maddock): Approved for PH College Dean
7. 01/22/18 1:07 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
8. 02/01/18 2:22 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair
Enforced Prerequisites / Concurrent Enrollment

| And/Or | Course Prefix/Number | Min Grade/Score | Academic Level | | | Concurrency? |
|-------|-----------------------|-----------------|----------------|| | | |
| And   | PHPM 631              | C               | GR             | | No | |
| And   | PHPM 617              | C               | GR             | | No | |

Crosslistings: No
Crosslisted With: No

Stacked: No
Stacked with: No

Semester: 3-4
Credit Hour(s): Contact Hour(s)
(per week):
Lecture: 3-4
Lab: 0
Other: 0
Total: 3-4

Repeatable for credit? No
CIP/Fund Code: 512211
Default Grade Mode: Letter Grade(G)
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are met through lectures and assignments

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Hours are met through lectures and interaction with faculty members on evaluation of assignments

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program) Program(s)
(MHA-HADM) Master of Health Administration in Health Administration

Elective (select program)
# Course Syllabus

## Syllabus:
Upload syllabus

![PHPM 620 Course Syllabus Fall 2017 Executive track revised.docx](PHPM 620 Course Syllabus Fall 2017 Executive track revised.docx)

## Letters of support or other documentation
No

## Additional Information

### Reviewer Comments

**Sandra Williams (sandra-williams) (12/06/17 1:53 pm):** Edits will be made to catalog course description to conform to catalog style guide when full approval is received.

**Szu-hsuan Lin (micheyszu) (01/16/18 2:09 pm):** SPH CC approved for nontraditional delivery, per University Rule 11.03.99.M1.
Instructor Information

<table>
<thead>
<tr>
<th>Course title and number</th>
<th>PHPM 620 – Operations Management – Executive track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Meeting times and location</td>
<td>Alkek Building</td>
</tr>
<tr>
<td></td>
<td>August 13, September 9, September 10, and October 14, 2017</td>
</tr>
<tr>
<td>Instructor Name(s)</td>
<td>Murray J. Côté, Ph.D.</td>
</tr>
<tr>
<td>Teaching Assistant(s)</td>
<td>No teaching assistant assigned to this course</td>
</tr>
<tr>
<td>Telephone number</td>
<td>(979) 436-9484</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:cote@tamhsc.edu">cote@tamhsc.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>By appointment only</td>
</tr>
<tr>
<td>Office location</td>
<td>Room 135E, SPH Administration Building, College Station</td>
</tr>
</tbody>
</table>

Course Description

The field of service operations management in healthcare is evolving as health services organizations strive for greater levels of competitiveness by changing work processes, job designs, technology, and organizational infrastructure. To achieve performance improvements in the areas of cost, clinical quality, functional outcomes, and service quality, healthcare managers must focus on the design, execution, and management of operations.

PHPM 620 is organized around the types of tactical and operational decisions made by healthcare operations managers. Tactical decisions are medium- and long-term decisions that together determine the processes by which healthcare services are produced and delivered, while operational decisions are short-term decisions concerned with utilizing resources to meet the objectives of the organization in an efficient manner. This course examines operational decisions through a combination of lectures, problem sets, organizational analyses, and contemporary and historic readings.

PHPM 620 covers analytical techniques to support quantitative managerial decision-making in healthcare. Building on a “system-based” approach to the healthcare environment, analytical tools are examined to aid problem solving and decision-making in healthcare organizations. Where appropriate, spreadsheets will be used to ease computational work, facilitate analysis, and aid in the presentation of results.

Prerequisites

Beyond admission to the Executive track of the Master of Health Administration (MHA) graduate program, students are expected to have completed PHPM 603 (Managing Healthcare Data and Information) and PHPM 617 (Quality and Process Improvement). A basic understanding of mathematics is also assumed.
## Course Competencies and Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>MHA Program Skills</th>
<th>ASPPH Competency Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the language or management science, operations management, and systems analysis.</td>
<td>Quantitative Methods for Health Services Delivery</td>
<td>Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.</td>
</tr>
<tr>
<td>Assess the relevant features of a variety of analytic tools.</td>
<td>Quantitative Methods for Health Services Delivery</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to manipulate data and generate information using common software packages.</td>
<td>Software Skills, Statistical Analysis, Public Health Quantitative Methods, Quantitative Methods for Health Services Delivery</td>
<td>Describe the tasks necessary to assure that program implementation occurs as intended.</td>
</tr>
<tr>
<td>Synthesize information about various health system problems with appropriate analytical tools and provide a meaningful interpretation of the results and/or computer generated output.</td>
<td>Written Communication Skills, Planning and Implementation Skills, Understanding and Practice of Leadership</td>
<td>Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives. Communicate health policy and management issues using appropriate channels and technologies.</td>
</tr>
</tbody>
</table>

### Textbook and/or Resource Material


**Required software:**

Microsoft Office Professional 2013
### Course Topics, Calendar of Activities, Major Assignment Dates

The class schedule, given below, indicates the class dates and material to be covered. Excluding the first day of class, the reading material should be prepared before the class meets. As your instructor, I reserve the right to make minor adjustments to the class schedule as necessary. Note KM&R = Krajewski, Malhotra, and Ritzman and FS = Futurescan.

<table>
<thead>
<tr>
<th>Date</th>
<th>Material</th>
<th>Textbooks</th>
<th>Package</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/13/17</td>
<td><strong>Introduction</strong></td>
<td>KM&amp;R Chapter 1</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Introduce the role of operations</td>
<td>FS Introduction</td>
<td></td>
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<tr>
<td></td>
<td>management in the delivery of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>healthcare services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/13/17</td>
<td><strong>Decision Making</strong></td>
<td>KM&amp;R Decision Making</td>
<td>Decision Making</td>
</tr>
<tr>
<td></td>
<td>Survey the decision making process</td>
<td>(Supplement A)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by examining decision analysis</td>
<td>FS Chapter 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>under certainty, uncertainty, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>risk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On your</td>
<td><strong>Review of Mathematics</strong></td>
<td>No chapters assigned</td>
<td>No articles</td>
</tr>
<tr>
<td>own</td>
<td>Overview of basic mathematical</td>
<td>assigned</td>
<td>assigned</td>
</tr>
<tr>
<td></td>
<td>operations and functions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On your</td>
<td><strong>Some Important Probability</strong></td>
<td>No chapters assigned</td>
<td>No articles</td>
</tr>
<tr>
<td>own</td>
<td><strong>Distributions</strong></td>
<td>assigned</td>
<td>assigned</td>
</tr>
<tr>
<td></td>
<td>Overview of discrete and continuous</td>
<td></td>
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<tr>
<td></td>
<td>random variables and discussion of</td>
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<td></td>
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<tr>
<td></td>
<td>the uniform, binomial, Poisson,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>normal, and exponential probability</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>distributions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/09/17</td>
<td><strong>Forecasting</strong></td>
<td>KM&amp;R Chapter 8</td>
<td>Forecasting</td>
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<tr>
<td></td>
<td>Examine the use and purpose of</td>
<td>FS Chapter 3</td>
<td></td>
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<tr>
<td></td>
<td>forecasting health care demand.</td>
<td></td>
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<tr>
<td></td>
<td>Quantitative models considered</td>
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<tr>
<td></td>
<td>include classical decomposition</td>
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<tr>
<td></td>
<td>of time series data, smoothing</td>
<td></td>
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<tr>
<td></td>
<td>models, and causal regression</td>
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<tr>
<td></td>
<td>models. Evaluation of forecasting</td>
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<td></td>
<td>models is also considered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09/10/17</td>
<td><strong>Capacity Management</strong></td>
<td>KM&amp;R Chapter 4</td>
<td>Capacity</td>
</tr>
<tr>
<td></td>
<td>Define the elements of a general</td>
<td>&amp; Waiting Lines (Supplement B)</td>
<td>Management</td>
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<tr>
<td></td>
<td>waiting line system. Describe the</td>
<td>FS Chapter 3</td>
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<tr>
<td></td>
<td>arrival and service patterns for</td>
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<tr>
<td></td>
<td>the system. Consider the simplest</td>
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<tr>
<td></td>
<td>queuing model and several</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>variations.</td>
<td></td>
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</tr>
<tr>
<td>09/10/17</td>
<td><strong>Project Management</strong></td>
<td>KM&amp;R Chapter 7</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Define the elements of a project</td>
<td>FS Chapter 5</td>
<td>Management</td>
</tr>
<tr>
<td></td>
<td>including the relevant activities</td>
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<tr>
<td></td>
<td>and their (expected) duration and</td>
<td></td>
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<tr>
<td></td>
<td>cost and slack time (if any).</td>
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<tr>
<td></td>
<td>Model projects via networks and</td>
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<td></td>
<td>analyze them through the Critical</td>
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<tr>
<td></td>
<td>Path Method (CPM) or the Project</td>
<td></td>
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<tr>
<td></td>
<td>Evaluation and Review Technique</td>
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<tr>
<td></td>
<td>(PERT).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Material</td>
<td>Textbooks</td>
<td>Package</td>
</tr>
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</tr>
<tr>
<td>10/14/17</td>
<td><strong>Inventory Management</strong></td>
<td>KM&amp;R Chapters 9,</td>
<td>No articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12, &amp; 6</td>
<td>assigned</td>
</tr>
<tr>
<td>10/14/17</td>
<td><strong>Process Strategy</strong></td>
<td>KM&amp;R Chapter 2</td>
<td>No articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reread FS</td>
<td>assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FS Chapter 1</td>
<td></td>
</tr>
</tbody>
</table>

### 10/14/17 – Applied Operations Management Presentations

### Grading Policies

Grade for this course will be determined according to student performance on the five requirements as shown in the table below. In accordance with the Texas A&M Health Science Center’s (TAMHSC) School of Public Health (SPH) grading policy for a graduate students, letter grades will be assigned as follows: A (90 or more points), B (80 to 89 points), C (70-79 points), D (60 to 69 points), and F (below 60 points). Do not ask for a redistribution or deletion of course requirements. In order to be fair and consistent, the same evaluation procedure will be applied to all students.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article reviews (2 at 10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>My Organization and Operations Management</td>
<td>20</td>
</tr>
<tr>
<td>Problem sets (3 at $6^{2/3}$ points each)</td>
<td>20</td>
</tr>
<tr>
<td>Applied Operations Management</td>
<td>30</td>
</tr>
<tr>
<td>Class contribution</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

As adult learners your enrollment and attendance is your own choice. Students who choose to attend class should pay attention and engage actively in learning and discussion. Regardless of attendance, students are accountable for all assigned course material and requirements.

### Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of
that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

**eCampus (Blackboard)**

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to http://ecampus.tamu.edu Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. *Your eCampus login is the same as your Howdy login (NetID).*

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our “SPH Computer Requirements for Online Courses” web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

**Important!!!**  Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

**Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

**SPH Mission**
The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Remember:  
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

**Copyright Statement**

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement:  
“I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.
DISCLAIMER

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

Additional Information

Article Reviews and My Organization and Operations Management

These assignments are critiques of the articles from the course’s supplemental readings and how your current work experience is related to this course. The assignments are due at my office by 5:00 p.m. on their specified due date.

When submitting these assignments, note the following:

1) Legibility, clarity, and conciseness are important. If your assignment cannot be read, it cannot be graded. Therefore, these assignments must be typewritten, spell checked, and grammar checked, and paginated.

2) Assignments will be penalized. If an assignment is late (i.e., received after the due date) without a documented excuse, it will be penalized 20% (out of the total points per assignment) per calendar day late. Penalties are cumulative. No assignments will be accepted after 5 calendar days beyond the due date.
**Problem Sets**

One of the best ways to learn the quantitative tools discussed in this course is through practice. The problem sets are intended to develop your mastery of the concepts and tools presented. Each problem set will be based on material drawn from the course textbook, the supplemental readings, and other sources. Each problem set is due in my office by 5:00 p.m. on their specified due date.

When submitting problem sets, note the following:

1) Legibility, clarity, and conciseness are important. If your problem set cannot be read, it cannot be graded. Therefore, with the exception of nonspreadsheet, numerical calculations, all submitted work must be typewritten.

2) Use a separate sheet of paper as a cover page and include your name, student ID number, course number, and instructor name.

3) Show your work; answers only are not sufficient. (This also applies to the course examination.)

4) With problem sets that require computer work, the relevant output should be clearly labeled. Photocopies will not be accepted for credit.

5) Problem sets will be penalized. If a problem set is late (i.e., received after the due date) without a documented excuse, it will be penalized 1 point (out of the 5 total points per problem set) per calendar day late. Penalties are cumulative. No problem sets will be accepted after 5 calendar days beyond the due date.

**Applied Operations Management**

In lieu of course examinations, each student will prepare and formally present on an application of one of the operations management tools presented in class in their employment setting. Additional detail on this assignment will be provided between the first and second month of the course.

**Class Contribution and Attendance**

Management is a participative sport and as students enrolled in a professional graduate program your participation in the course is expected. Ten percent of each student’s grade is based on contribution to the class. Each student is expected to attend each class, prepare the course material in advance of the lectures, and be ready to present, critique, and discuss the course material. Students are advised that attendance, alone, will not be sufficient to receive a passing grade on this course requirement. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

**PHPM 620 Course Readings**

To support the course textbooks and enhance the presentation of the course material, a practitioner-oriented reading package is part of this course’s required reading. The articles will be made available to download from our course eCampus shell. The intention of these readings is to provide a selection of management science and service operations management applications in health care to illustrate the “real world” relevancy of the course material.
ELECTRONIC DEVICES:

Use your electronic devices (i.e. iPads, tablets, laptops, etc.) only when asked during class. Otherwise, plan to text/e-mail/shop/friend/unfriend/like/unlike/tweet/retweet/snapchat **OUTSIDE** of class time.

For students who are working and have significant responsibilities in that work place (e.g., clinical emergencies), you may certainly elect to leave the classroom to respond to telephone calls and text messages as you see fit. Your cell phone should be set to vibrate rather than ring during the scheduled classroom sessions.

GENERAL EXPECTATIONS:

1) With the exception of the first day of class, all lectures are conducted under the assumption that the student has read the relevant material in the course textbooks and supplemental reading package prior to attending class.

2) My office telephone number and e-mail address can be used to answer questions regarding assignments or general course material. For phone questions, if I am unavailable, please leave a (detailed) message.

3) The computational side of this course requires only basic math skills. As such, any hand calculator is acceptable provided it has some memory capability to store intermediate calculations and has power, square root, exponential, and factorial functions.

4) No specialized computer software is required for this course but basic knowledge of computer spreadsheets and word processors is expected. Note that only Office 2013 will be supported in this course.

5) Each problem set will contain some questions that require Excel-based solutions. Excel templates and data sets will be available for download from the course website. Students are encouraged to save a copy of each file as they are made available. Consequently, students should check the course website frequently for updates.

DETAILED COURSE READING OUTLINE:

Introduction

From course textbooks

KM&R – Chapter 1 – Using Operations to Create Value
FS – Introduction

From **PHPM 620 Course Readings**

DETAILED COURSE READING OUTLINE (continued):

Decision Making

From course textbooks

KM&R – Supplement A – Decision Making
FS – Chapter 4 – Promoting Health

From PHPM 620 Course Readings


Review of Mathematics and Some Important Probability Distributions

From course textbooks

No chapters assigned.

From PHPM 620 Course Readings

No articles assigned.

Forecasting

From course textbooks

KM&R – Chapter 8 – Forecasting
FS – Chapter 3 – Leading the Change from Volume to Value

From PHPM 620 Course Readings

DETAILED COURSE READING OUTLINE (continued):

Capacity Management

From course textbooks

KM&R – Chapter 4 – Capacity Management
KM&R – Supplement B – Waiting Lines
FS – Chapter 3 – Leading the Change from Volume to Value

From *PHPM 620 Course Readings*


Project Management

From course textbooks

KM&R – Chapter 7 – Project Management
FS – Chapter 5 – Reengineering

From *PHPM 620 Course Readings*


Inventory Management

From course textbooks (read in the order listed)

KM&R – Chapter 9 – Inventory Management
KM&R – Chapter 12 – Supply Chain Design
KM&R – Chapter 6 – Lean Systems

From *PHPM 620 Course Readings*

No articles assigned
DETAILED COURSE READING OUTLINE (continued):

Process Strategy

From course textbooks

KM&R – Chapter 2 – Process Strategy and Analysis
FS – Introduction
FS – Chapter 1 – The Patient Experience

From PHPM 620 Course Readings

No articles assigned.
APPENDIX A: CEPH COMPETENCIES

D1. MPH & DrPH Foundational Public Health Knowledge

Profession & Science of Public Health
D1.1. Explain public health history, philosophy and values
D1.2. Identify the core functions of public health and the 10 Essential Services
D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
D1.5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
D1.6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
D1.7. Explain effects of environmental factors on a population’s health
D1.8. Explain biological and genetic factors that affect a population’s health
D1.9. Explain behavioral and psychological factors that affect a population’s health
D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
D1.11. Explain how globalization affects global burdens of disease
D1.12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

D2. MPH Foundational Competencies

Evidence-based Approaches to Public Health
D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice
D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context
D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
D2.4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
D2.7. Assess population needs, assets and capacities that affect communities’ health
D2.8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
D2.9. Design a population-based policy, program, project or intervention
D2.10. Explain basic principles and tools of budget and resource management
D2.11. Select methods to evaluate public health programs

Policy in Public Health
D2.12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
D2.13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
D2.15. Evaluate policies for their impact on public health and health equity
Leadership
D2.16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
D2.17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
D2.18. Select communication strategies for different audiences and sectors
D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation
D2.20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
D2.21. Perform effectively on interprofessional teams

Systems Thinking
D2.22. Apply systems thinking tools to a public health issue