

This is a sample of the instructor materials for *The Global Healthcare Manager: Competencies, Concepts, and Skills*, by Michael Counte, Bernardo Ramirez, Daniel J. West Jr., and William E. Aaronson.

The complete instructor materials include the following:

- Instructor guides, featuring sample responses and teaching points for the end-of-chapter discussion questions
- PowerPoint slides
- A test bank

This sample includes the instructor's guide and PowerPoint slides for chapter 1, "Functions, Structure, and Physical Resources of Healthcare Organizations."

If you adopt this text, you will be given access to the complete materials. To obtain access, e-mail your request to hapbooks@ache.org and include the following information in your message:

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THE GLOBAL HEALTHCARE MANAGER

Instructor Guide, Chapter 1

Discussion Questions

1. Using the diagram in exhibit 1.1, analyze how the various elements function and interact in a particular healthcare organization with which you are familiar. Then do similar analyses of the regional healthcare system to which that organization belongs and the national healthcare system to which the region belongs.

The main purpose of this exercise is for students to analyze the elements of a health system as defined in exhibit 1.1 and further explained in pages 5 and 6 of the textbook.

They should identify all the possible activities and elements indicated in the various boxes of the graphic. Also, students should explain the difference between efficiency and effectiveness as they identify real parallels with their workplace or local healthcare organizations.

2. Review the *Leadership Competencies for Healthcare Services Managers* framework developed by the International Hospital Federation (available at www.ihf-fih.org/resources/pdf/Leadership_Compentencies_for_Healthcare_Services_Managers.pdf) . Work with your immediate peers to determine which competencies you have developed and which you need to work on to improve your individual and group performance. If you wish to expand on this exercise, take the competency questionnaire at <http://healthmanagementcompetency.org/en/base>.

Students can review the competency directory that is used by the IHF. The IHF questionnaire (available via the weblink provided) has been under development and translated to several languages. The overall idea is that it will allow managers to compare their results with those of other similar healthcare managers, though some functions might be linked to the member national hospital associations that are at the same time members of the IHF. If that link is not operational at the time you are delivering the course, the students can use the one developed and reviewed every year by the American College of Healthcare Executives (ACHE), which can also facilitate the discussion and comparison of the results in a class exercise. This self-assessment tool can be accessed at www.ache.org/-/media/ache/career-resource-center/competencies_booklet.pdf.

3. How do the five pillars to sustainability apply to your organization? Are there certain actions you can take to develop one or more of those pillars? If so, make a plan of action, and set some measureable objectives for the task.

Sustainability is a complex topic that students can start exploring on this initial chapter. Traditionally, the first pillar, environmental sustainability, would be the most well known for them. As they expand on the other four pillars, the students can have a small group discussion on each one and on how can each pillar supplements the others to give the hospital or healthcare organization a more comprehensive view of the sustainability issues.

Another exercise could be to develop a job description for a chief sustainability officer (CSO) that some hospitals around the world have started to incorporate into the

leadership team. In some cases, this job description goes way beyond of taking care of the environment, with activities directed at social sustainability, engaging the community and raising support for hospital operations and programs. This might take on different tones as students analyze public, private, and nonprofit organizations.

Finally, the students could answer the last questions about creating a specific and measurable plan of action, which can also relate to the strategic plan.

4. What is your idea of primary healthcare? Can you design a strategy to adapt primary healthcare to one of the services or programs in your organization? If possible, work with a team of peers on this exercise.

The students can review the definition and characteristics of primary healthcare as explained in the textbook on pages 9 and 10, but they can also expand their research with other sources. They should then work individually or in groups to adapt the characteristics to their own healthcare organizations and/or programs. They can also compare the strategies that they suggest with other similar strategies in different countries.

5. Describe the type of organization used in a particular department or service area of a hospital or healthcare organization with which you are familiar. Review the current organizational chart, consider the department's relations with other departments, and propose ways to improve.

The first part of this question can be focused on an individual exercise in which students consider the various types of organizational charts and the ways they are effective in

different situations. They can discuss the chart for a known hospital or healthcare organization and compare charts for different organizations. They also can take this opportunity to review the functional units described in this chapter and see how they fit into the organization charts. They can consider what might be the most effective way to have a strong and effective interaction among those areas. Students can also expand on the preliminary notions of an organization manual and try to describe the organization of a given department in their chart with more detail.

6. Review exhibit 1.2. Compare and contrast the elements in the diagram with those of a healthcare unit with which you are familiar. Think of two areas where improvements could be made and design a plan to address them.

Review of the exhibit will facilitate the discussion of the various functional areas of the hospital and how they relate to public services offered by communities in the local environment. Then the students can make assumptions about possible differences in diverse types of countries, especially those with low-resource management issues discussed earlier in the chapter. This should be a good opportunity to review the functional areas described in the chapter and connect them with a real organization with which the students might be familiar with. Students can take one or two areas that are not well developed in the example they analyzed and further develop those areas.

7. What is the process for designing or redesigning a healthcare facility? Think of a new service or program that would require physical resources and facilities and apply the process to that case.

The students can review the designing, planning, and implementation process described in the textbook and find a specific service or program that would require remodeling—or they can choose a service or program that would require a new design and planning process, providing a case study. This is team exercise provides an opportunity for a service learning project where students can help small healthcare organizations to refine or develop their planning process on a specific service.

8. What are the key elements to management of medical equipment and supplies? Think of a specific piece of medical equipment, and identify the key elements for ensuring a good and efficient maintenance process.

Medical technology is always changing, and there are many opportunities in the healthcare organizations that the students know in their communities to study a specific health technology. Students could take a wholistic approach and see that technology with a strategic planning lens, including the external and internal environment analysis.

9. What is health technology assessment? Look up some HTA agencies in your country and examine the resources they have available.

Students can use the vignette presented in the book and examine the complex issues of HTA in their specific country. They can also make comparisons with similar issues in more developed and less developed countries. They can look at international organizations and discuss the role of those organizations in advancing the key issues to further implementation of HTA programs in small and middle-sized healthcare organizations.

10. Interview one or two key individuals in the food and nutrition service of a hospital or healthcare organization. Ask them to identify two of the most important issues or problems they face in their service or department. Develop a plan of action to address one of those issues.

Students can take this opportunity to visit a healthcare organization and interview a health professional in the food and nutrition service to explore key issues and how those issues are resolved. Students can start learning about human resource management, quality improvement, and other issues that will be discussed in future chapters of the textbook. Once they identify a significant problem, they can develop a plan of action to address that issue and a plan to resolve it or improve it.

Students can discuss with the class their different interviews and assess whether those issues are similar or different in healthcare systems around the world. This same exercise can be done with other areas mentioned in this chapter, such as maintenance, health technology, materials management, warehouses management, safety and security, pharmacy, and housekeeping.

Vignette / Case Study Notes

Vignette: Operations Management in Brazilian Hospitals

Commentary: This vignette and case study can be related to issues of planning and design of hospitals in different subsectors of the healthcare system in a given country. As students review the sections of the chapter, they can have small group discussions about the various issues related to planning, regulations, and management models used to address such issues. These

conversations can also be carried into later chapters where related issues are discussed, such as human resources, technology, and financial resources. The analysis of processes can also be considered.

Vignette: Health Technology Assessment in Brazilian Hospitals

Commentary: This vignette and case study presents the complex situation of health technology assessment in a country that has competing agencies that are not always easily accessible. Using materials on pages 21 and 22, the instructor can start the discussion of the case in the country where the course is being delivered, then compare it to similar situations in a different country. More resources are provided in the “Additional Resources” section on page 25. Students should understand the implications of HTA for the hospital or healthcare unit and for the larger context where that unit belongs—for example, if it is a public hospital or unit within the Ministry of Health, a Social Security Organization, or other public entity or system. If the student example is in a private unit, local hospital associations or other alliances can help advance the issues.

Further information can be requested by contacting Dra. Ana Maria Malik, the program Director of the Getulio Vargas Foundation Health management programs, at Ana.Malik@fgv.br.

Chapter 1

Functions, Structure, and Physical Resources of Healthcare Organizations

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Chapter Focus

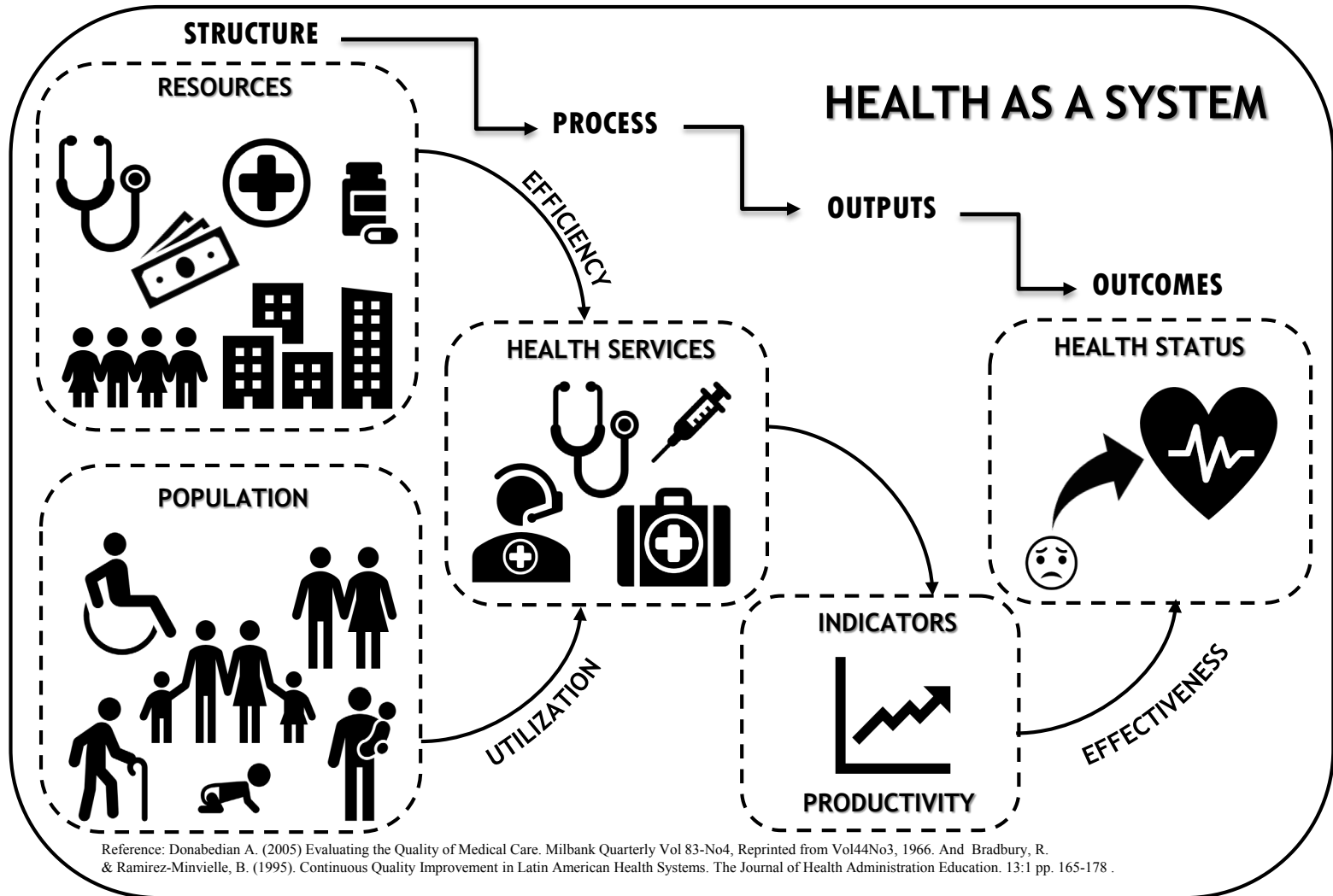
- Form follows function, and function defines structure
- Healthcare organizations are diverse by country and within each local market.
- Functions need to consider continuity of care, performance, and efficiency issues.
- Effective and efficient design, organization, and management of physical infrastructure and resources are key elements to successful healthcare organizations.

Learning Objectives

- Distinguish the key functions of healthcare organizations and relate them to the priorities of access, cost, and quality
- Develop mechanisms to assess the performance of healthcare organizations
- Design a structure for an organization that takes into consideration the resources available in a given community to achieve the best possible health outcomes
- Plan and prioritize the physical resources needed to effectively accomplish the organization's key functions, taking into account the available resources in that particular system
- Integrate physical, human, and technological resources to provide appropriate clinical, support, managerial, and supply chain services in a healthcare organization, taking into consideration all legal, accreditation and regulatory mandates

Key Concepts

- Facility design
- Facility management
- Low-resource management
- Operations management
- Organization design
- Performance improvement
- Physical resources management
- Medical equipment



Performance Health Systems: Six Core Domains

- Access
- Utilization
- Efficiency
- Quality
- Sustainability
- Learning

Access Dimensions

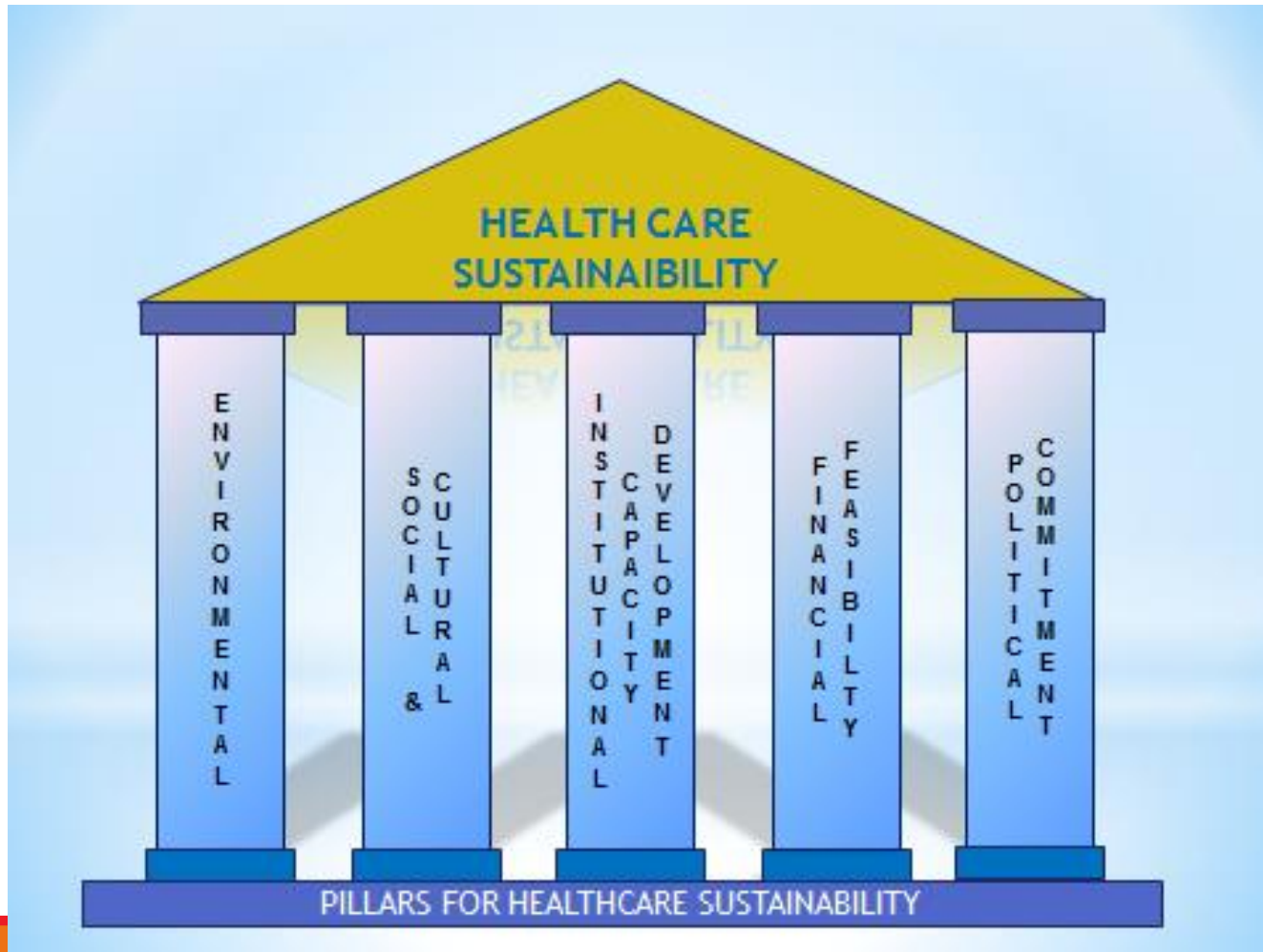
- Physical access
- Financial access
- Linguistic access
- Information access

Equitable treatment should be provided regardless of gender, race, ethnicity, religion, age, or any other physical or socioeconomic condition.

Utilization, Efficiency and Quality Dimensions

- Utilization
 - Patient or procedure volume relative to capacity, and/or population health characteristics
- Efficiency
 - Cost or staff-to-service ratios and patient or procedure volume
- Quality
 - Clinical and management; patient and provider experience

Multidimensional Pillars of Healthcare Sustainability



Organizing Health Services Resources for Optimum Performance

Three enduring organizational foci for
achieving optimum health status of the
population

- Hospitals
- Primary care provision
- Regionalization

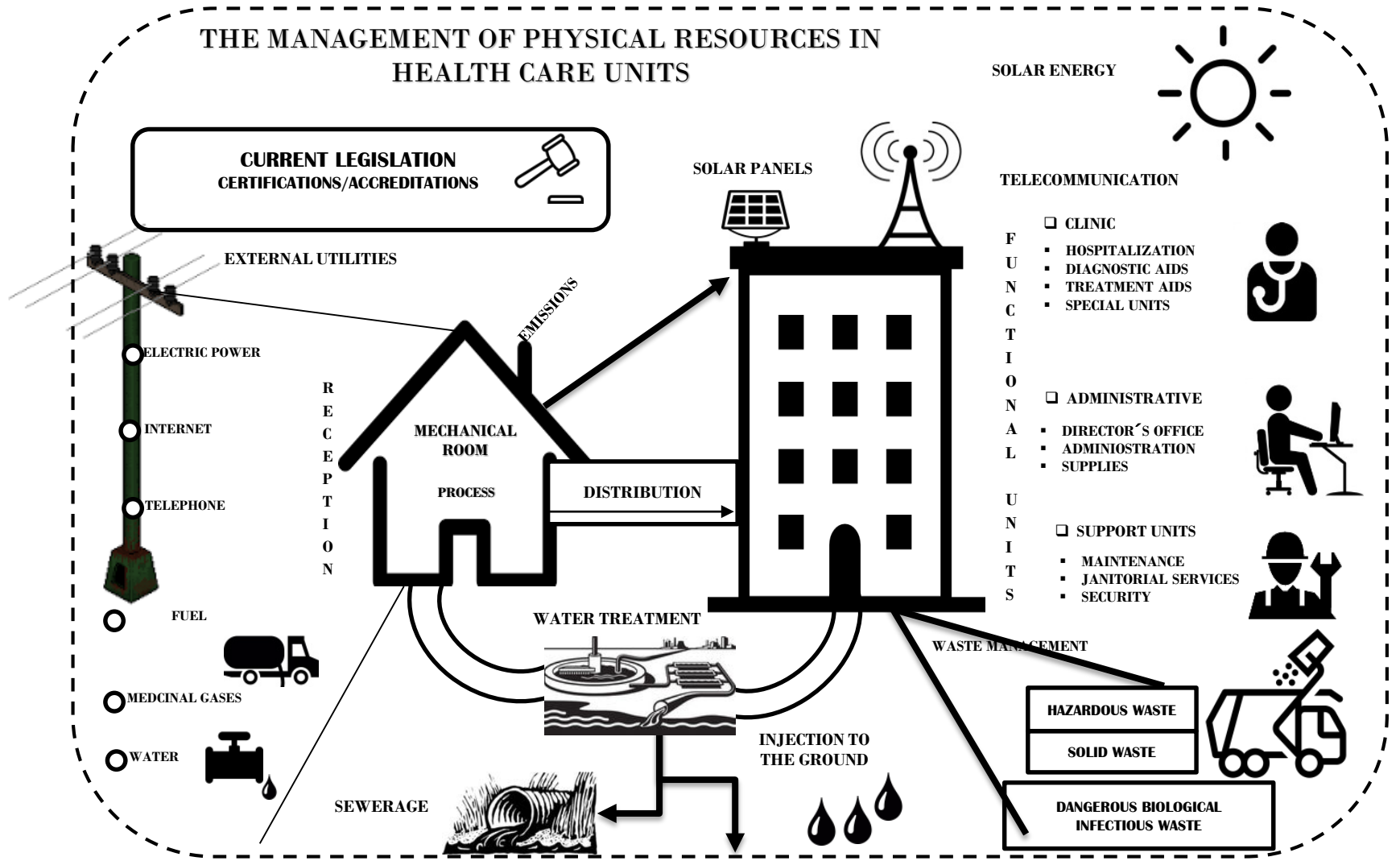
Organizational Planning and Design

- Planning facilitates work relations and interactions, efficient resource allocation, and effective decision making
- Flexibility to confront dynamic conditions of the healthcare environment
- Organization charts, manuals, policies, regulations and job descriptions

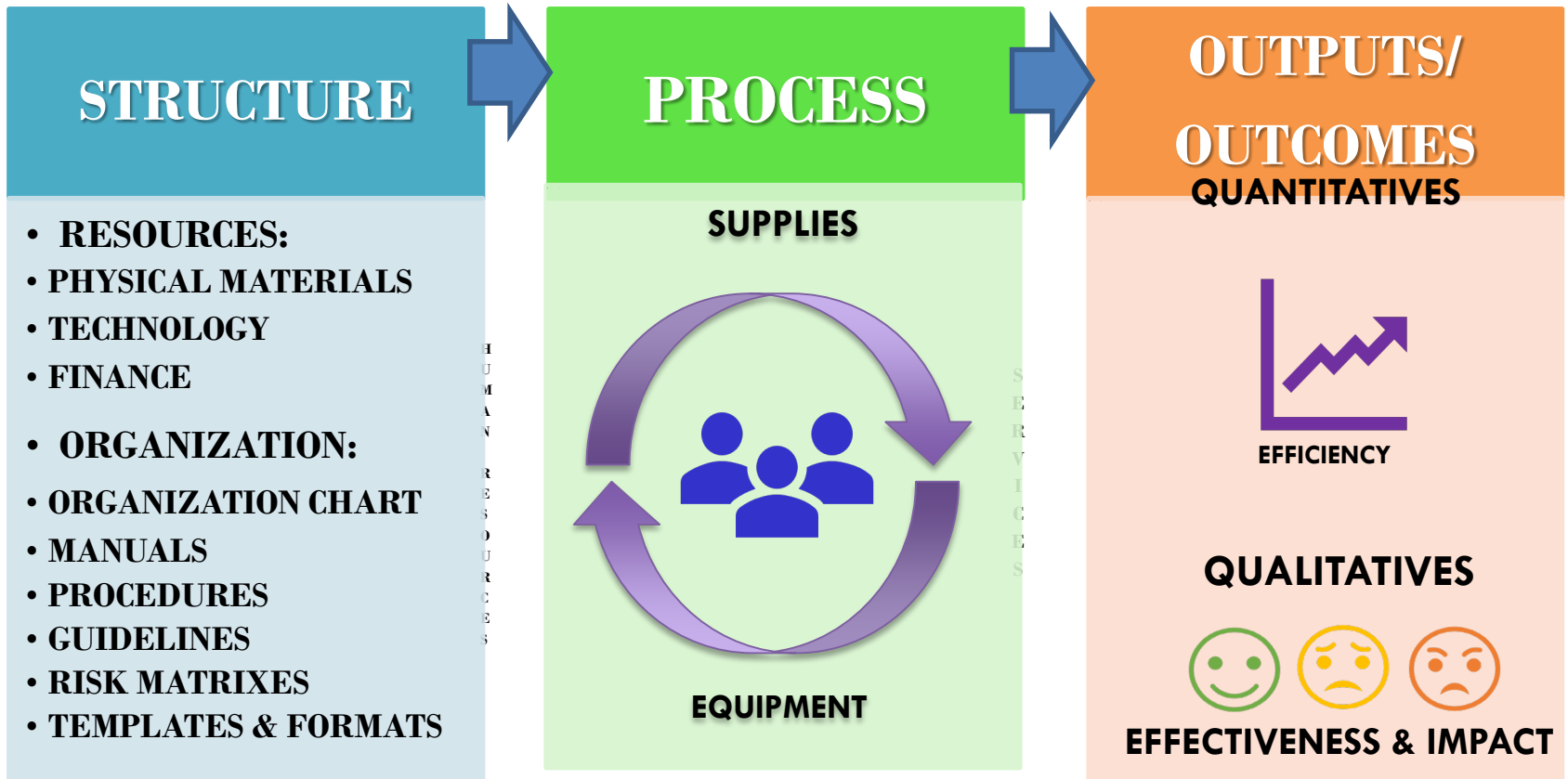
Management of Physical Resources

- Planning of healthcare units:
 - Preameritural medical functional program
 - Supplies and utilities needs
 - Design of functional units based on functions, structure, and resources
 - Interrelation of all functional units considering support services and facilities and operational needs

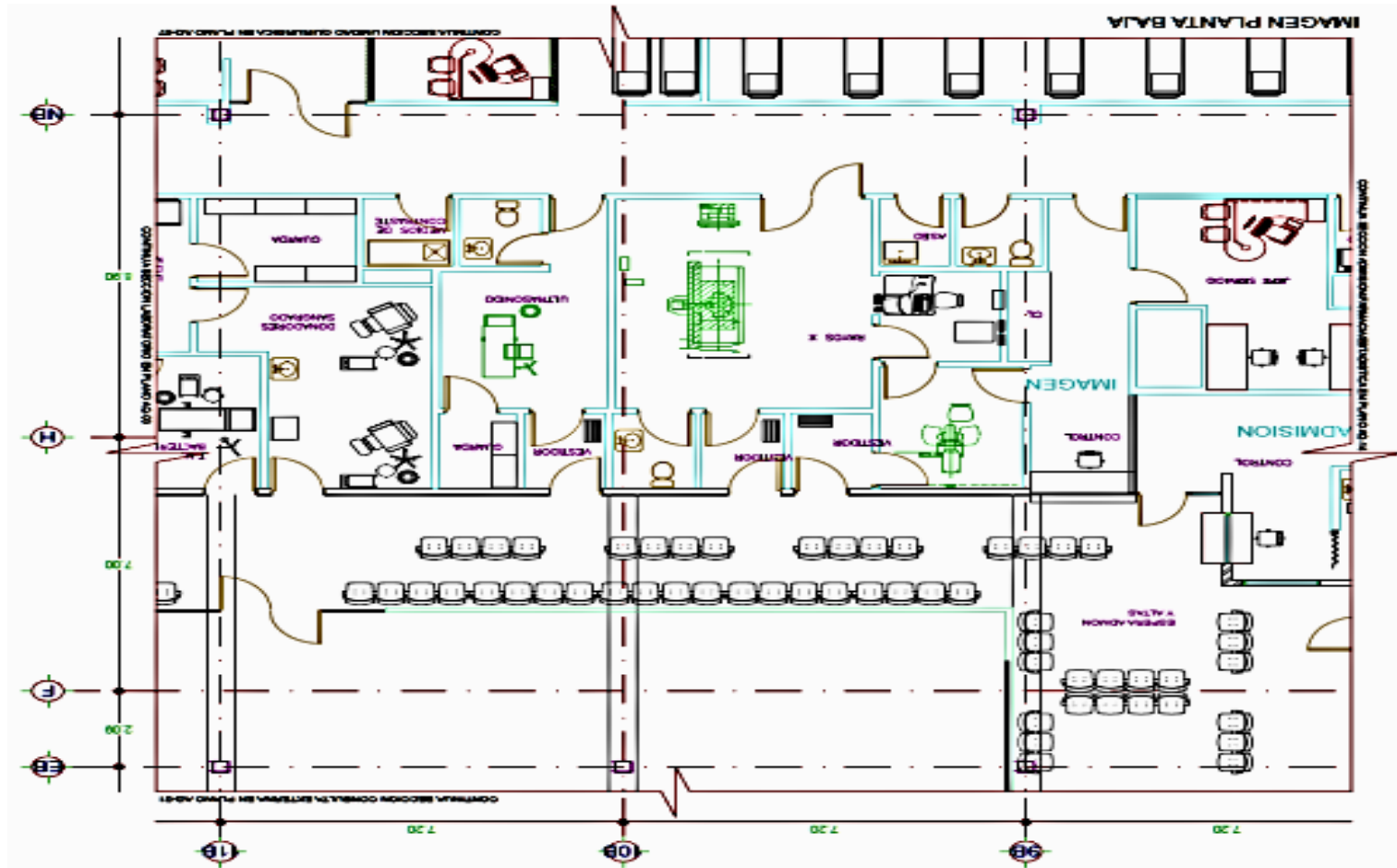
THE MANAGEMENT OF PHYSICAL RESOURCES IN HEALTH CARE UNITS



Functional Unit Process



Functional Unit Process



Facilities Conservation and Maintenance

- Physical plant design and operations management
- Energy efficiency and sustainable maintenance of the infrastructure
- Medical gases—permanent and efficient supply
- Preventive and corrective maintenance

Medical Equipment and Technology

- Operation, maintenance, and replacement of medical equipment and instruments
- Training and technical assistance for users
- Development of health technology assessment procedures that consider social, economic, organizational and ethical issues.

Support Services

- Materials management and warehouses
 - Acquisition, receipt, storage, custody, inventory control, and distribution
- Housekeeping, janitorial and environmental services
 - Safe, effective, and timely service for waste management and cleaning with sustainability procedures
- Safety and security

Support Services

- Pharmacy Services
 - Procure, prepare, distribute, store, and control drugs and other curative materials
 - Drug and medication management
- Food and Nutrition Services
 - Specialized human resources and appropriate equipment
 - Creative and thoughtful controls and budgeting

Conclusions

- Align structure and physical resources with the organization mission, vision, goals, and objectives
- Structure, process, and outcomes determine the functional unit process
- Need to constantly reshape, realign, and redesign resource management to achieve value-based outcomes