

PREFACE

At the 2004 Undergraduate Workshop Meetings of the Association of University Programs in Health Administration, health administration professors discussed in length the need for textbooks that fit our courses and our students. The conversations at that meeting motivated us to write this book.

We didn't want to simply assemble good, timely instruction for beginning healthcare managers; we wanted to create a book that would be pitched perfectly to undergraduate healthcare students, blending theory and practical applications to hold their interest and pique their curiosity. This book is first and foremost a management text that has been fine-tuned to healthcare and to entry-level students of management.

We have been teaching undergraduates for more years than we are willing to acknowledge, and we are intimately familiar with the challenge of adapting text chapters into meaningful lectures and learning activities. We designed our book so that each chapter includes pedagogically sound, tried-and-true teaching techniques, including a running glossary, questions for discussion, and perhaps most importantly, applied learning experiences to illustrate the application of theories discussed in the chapter.

We sincerely hope that our book brings the best of teaching into the healthcare management classroom, for the student and for the professor. We worked to find the ideal balance of theory and application to help students make the cognitive leap from passive reading to active understanding.

In our experience, most of today's college and university faculty did not experience an active and involved student learning process themselves, and they have not been trained to teach this way. The pedagogically sound learning and practice exercises in each chapter in this book allow professors to focus on and delve deeply into each topic and their students' learning experiences rather than adapting, creating, organizing, and implementing untested exercises in the classroom. This allows the professor to maximize the efficient and effective use of time inside and outside the classroom.

Finally, this book has been a labor of love for our vocation: love of teaching, love of learning, and love of our healthcare industry. We truly hope that our book fills the void for a solid, undergraduate healthcare management textbook. And we hope that it "just fits" the need of our academic teaching colleagues who participated in those discussions held back in 2004 and others who echo the sentiment.

INSTRUCTOR RESOURCES

For instructors, we have developed extensive Instructor Resources that include chapter summaries, PowerPoint lecture slides for each chapter, discussion points for end-of-chapter questions, and a test bank. For access to these Instructor Resources, please e-mail hap1@ache.org.