

Department of Health Management and Policy

**HMPD 342
Financial Management and Accounting in Health Care
[3 credits]**

**Course Syllabus
Fall Semester, Academic Year 2023-2024**

Class time and Venue:

Date: Thursdays
Times: 3:00-5:00 PM
Venue: Van Dyck building, room 101

Course Instructors and Contact Details:

Name: Shadi Saleh
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Office Hours: By appointment

Course Description:

Financial Management and Accounting in Health Care Organizations covers significant issues in the areas of cost accounting, financial ratios and statement, working capital management, capital financing, cost analysis and rate setting, budgeting, reimbursement, contracting, and cost controls. The course has been developed to maximize student opportunities for independent analysis through the development of PC-based problem-solving applications, and through in-class discussion and evaluation of pertinent financial issues and problems. An emphasis is placed on uses of information generated through accounting and financial management systems to control operations in health care organizations. To promote such understanding, students receive problem-oriented assignments and examinations in which they can apply knowledge and reasoning techniques gained from this and other courses to reach logical decisions that would effectively control operations in the simulated exercises.

Course learning Objectives

By the end of the course, students will be able to:

- LO1.** Analyze financial statements of health care provider organizations.
- LO2.** Compute and interpret financial ratios for health care organizations.
- LO3.** Conduct costing and pricing analysis of public health care services and provider contracts.
- LO4.** Determine the profitability of health services and financially evaluate alternative services/products.
- LO5.** Understand working capital management in health care settings.
- LO6.** Understand the process of financial strategic and operational planning in health care organizations.
- LO7.** Communicate health care financial data to a professional and lay audience.
- LO8.** Conduct financial projections and cost-volume-profit analysis for public health programs and services within health care organizations.
- LO9.** Describe the different schemes pertinent to capital financing in health care organizations.
- LO10.** Use financial reporting for decisions making in health care settings.
- LO11.** Describe the ethical considerations in health care financial management.

Council on Education for Public Health (CEPH) Core/Concentration Competencies mapped to HMPD 342

- HMPCC1.** Assess how the structure, organization, delivery, and financing of health care systems affect system performance in terms of efficiency, quality, equity, and effectiveness.
- HMPCC2.** Apply systems thinking approaches to improve healthcare organizations’ performance and responsiveness
- HMPCC4.** Apply the principles of planning, budgeting, management and evaluation in healthcare related programs and projects.
- HMPCC5.** Analyze relevant financial data for efficient management of healthcare programs and organizations.
- HMPCC6.** Utilize health information systems and data analytics to support evidence-based decision making at the organizational and system levels.

Essential Skills

- **Essential Skill 1:**
- **Essential Skill 2:**

Link to [PHEO Faculty Portal](#)

Course Learning Objectives mapped to CEPH competencies

Table 1. Mapping of course LO to CEPH competencies

	L01	L02	L03	L04	L05	L06	L07	L08	L09	L010	L011
HMPCC1. Assess how the structure, organization, delivery, and financing of health care systems affect system performance in terms of efficiency, quality, equity, and effectiveness.											
HMPCC2. Apply systems thinking approaches to improve healthcare organizations’ performance and responsiveness											
HMPCC4. Apply the principles of planning, budgeting, management and evaluation in healthcare related programs and projects.											
HMPCC5. Analyze relevant financial data for efficient management of healthcare programs and organizations.											
HMPCC6. Utilize health information systems and data analytics to support evidence-based decision making at the organizational and system levels.											

Assigned Text Book and Readings (if applicable)

Nowicki, M. The Financial Management of Hospitals and Healthcare Organizations, Fifth edition. Health Administration Press, 2011 edition.

In certain modules, articles pertaining to the topics in the sessions will be posted on moodle. These articles are suggested readings for the course and will contribute to discussion of various topics. You can access the articles through going to the Moodle system on the AUB website (Through the E-Learning link).

Additional Suggested Instructions:

The course will also use an assortment of educational resources including: publications, reports, white papers, videos and case studies. All course readings, except for book chapters, will be posted on Moodle according to the weekly topic and reading schedule. It is the responsibility of students to access the Moodle and download/ print the course readings as per the weekly schedule.

Course requirements and Student evaluation:

Student Evaluation:

Table-2 Summary of students' assessments mapped to course learning objectives

	Learning Objectives										
	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11
Participation											
Group presentation/report	X	X					X			X	X
Midterm exam	X	X		X		X	X			X	X
Final exam			X		X		X	X	X	X	X

Table -3 Description of Assessment methods, Due Dates and Corresponding Learning Objectives

Assessment method	Date (tentative)	Grade percentage
Participation	NA	10%
Active participation is an evaluated aspect of this course. All students are expected to demonstrate interest in the topics and to engage through oral and written communication throughout the course.		
Group presentation/report	TBD	30%
Group presentations are necessary to examine students' ability to work in groups to appropriately demonstrate the attainment of competencies through the triangulation of team work, information gathering and synthesis and high-level presentation skills. In fairness to all students, each team member MUST contribute effectively both in time and efforts in preparing the assignments. Free riders are not tolerated. With each assignment, students are required to report on the group dynamics and evaluate the contribution of other members in the group.		
Group Presentation/report: Students will work in groups of 4 to prepare a presentation that demonstrates their understanding of health care organizational financial management topics and skills and the means through which they could help achieve effectiveness and efficiency/profitability.		
Cases are designed to provide the opportunity for students to analyze and discuss healthcare financial questions, issues or problems. Each group will be assigned a case for presentation during a designated class session. The group is also responsible for providing a report that is 5 single-spaced pages (12 points font) or 10 double-spaced pages (500 words per page, a total of 3,000 words excluding title page, references and exhibits). The report should address the background of the assigned problem and/or question and the proposed response or solution for review and discussion during the		

Assessment method	Date (tentative)	Grade percentage
presentation, and is due one week prior to the date of the scheduled presentation. In both, the presentation and report, the group will assume a certain role (e.g., the CFO of a hospital, a financial consultant...etc.). More details on the case studies will be provided in class.		
Midterm exam	<i>TBD</i>	<i>30%</i>
The midterm exam assesses the attainment of competencies covered in weeks 1-6.		
Final exam	<i>TBD</i>	<i>30%</i>
The final exam assesses the attainment of competencies covered in weeks 8-13 with students expected to still demonstrate an understanding of the rest of the course competencies and is equivalent to 30% of the final course grade.		

Note: Each exam would be an exam that complements the offered oral presentations and uses an assortment of assessment methods that are appropriate to evaluate the attainment of covered competencies. The exam will include short answer questions and essay questions allowing students to apply knowledge acquired in solving a challenge in the financial performance of a health care organization.

Policies and other General Notes:

Academic integrity:

Education is demanding and you need to properly manage your time. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Review the Student Code of Conduct and familiarize yourself with definitions and penalties. Cheating might earn you a failing mark on the assignment, at the very least. You might fail the course in which you cheated, be warned, suspended or expelled from University and a permanent mention of the disciplinary action might be made in your student records. If you're in doubt about what constitutes plagiarism, ask your instructor because it is *your* responsibility to know. Remember that the American University of Beirut has a strict anti-cheating and anti-plagiarism policy. Do not become a lesson to others. For further information, kindly visit AUB's Policies and Procedures or <http://pnp.aub.edu.lb/general/conductcode>.

Students with Disabilities:

If you have a disability, for which you may request accommodation in AUB classes, consult the website for more information and make arrangements with the Coordinator (http://www.aub.edu.lb/sao/Pages/Students_20with_20Special_20Needs.aspx). Also, please see the instructor of this course privately in regard to possible support services that can be provided to you.

Non-Discrimination- Title IX- AUB

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Accessible Education Office (AEO):

The Accessible Education Office (AEO) coordinates academic accommodations and services for all eligible AUB students with disabilities (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions, and others). If you have a disability for which you wish to request accommodations at the department, faculty or university level, please contact AEO as soon as possible. Once you register with our office, we will assist you in receiving appropriate accommodations and will liaise with your instructors and any related entity to best support your needs. AEO is located in West Hall room 314, and can be reached by phone at 1-350000 ext. 3246 or by email: accessibility@aub.edu.lb. Information about our services can be found at: <https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx>

Writing:

Written communication is essential for communication, health education and behavioral science. You are expected to proofread and spell-check any written documents before submission. Points will be deducted from the grades for low quality writings. You are encouraged to contact AUB's Writing Center, located in Ada Dodge Hall, 2nd floor or West Hall, 3rd floor. Appointments can be booked online: <https://aub.mywconline.com/>, over the phone (Ext. 4077) or by walking in.



Public Health Education Office

Please refer to the Public Health Education Office Student Portal

Detailed course outline:

Date	Topic	Reading	Course learning objective	HMPD distinct competency	Specific assessment opportunity for each competency including percentage from the total grade
Week 1 (Aug 31)	Introductory Session				
Week 2 (Sept 7)	Introduction to Accounting and Financial Management Financial Reporting, Financial Statements and Ratio Analysis	Nowicki – Chapters 1-2; 14	1,2,7,10,11	1,2,6	15-20% of Midterm Exam 5-10% of Group Presentation/Report
Week 3 (Sept 14)	Cost Allocation	Nowicki – Chapter 6	3,11	6,7	15-20% of Midterm Exam 5-10% of Group Presentation/Report
Week 4 (Sept 21)	Rate Setting and Breakeven Analysis	Nowicki – Chapters 6-7	3,4,11	1,2,5	15-20% of Midterm Exam
Week 5 (Sept 28)	Guest Lecture		1-4	2,5,6,7	15-20% of Midterm Exam
Week 6 (Oct 5)	Working Capital Management – Cash, Investments and Supply Inventories	Nowicki – Chapters 8 and 10	5	2,6,7	15-20% of Midterm Exam 5-10% of Group Presentation/Report
Week 7 (Oct 12)	Working Capital Management – Accounts Receivables	Nowicki – Chapter 9	5	2,6,7	15-20% of Midterm Exam 5-10% of Group Presentation/Report
Week 8 (Oct 19)	MIDTERM				
Week 9 (Oct 26)	Planning, General Operating Expense and Budgeting	Nowicki – Chapters 11-12	6-8,10,11	5, 6, 7	15-20% of Final Exam 5-10% of Group Presentation/Report
Week 10 (Nov 2)	Capital Budgeting and Financing	Nowicki – Chapter 13	8,9,11	5, 6, 7	15-20% of Final Exam 5-10% of Group Presentation/Report

Date	Topic	Reading	Course learning objective	HMPD distinct competency	Specific assessment opportunity for each competency including percentage from the total grade
Week 11 (Nov 9)	Provider Network Building/Government and Third Party Contracting	Kongstvedt P. (2003). Primary Care in Open Panel Plans. In Kongstvedt P (Ed/s.), The Managed Health Care Handbook, 3rd edition (pp 104-114) Gaithersburg, Maryland: Aspen.	7,8,10,11	1,2,7	15-20% of Final Exam 5-10% of Group Presentation/Report
Week 12 (Nov 16)	Cost Control/Productivity Monitoring/Benchmarking		3,10,11	1,2,7	15-20% of Final Exam 5-10% of Group Presentation/Report
Week 13 (Nov 23)	Case Presentations				
Week 14 (Nov 30)	Revision Session				

Appendix I. Reinforced – Introduced CEPH competencies

Introduced competencies: the competency is introduced at a basic level. Instruction and learning activities focus on basic knowledge, skills and entry-level complexity. The competency is **not assessed**

Reinforced competency: The competency is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency (above the introductory stage). Instruction and learning activities concentrate on enhancing and strengthening existing knowledge and skills, as well as expanding complexity. The competency is **not assessed**

Core Competencies	Introduced	Reinforced
CC1. Apply epidemiological methods to the breadth of settings and situations in public health practice		
CC2. Select quantitative and qualitative data collection methods appropriate for a given public health context		
CC3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate		
CC4. Interpret results of data analysis for public health research, policy or practice		
CC5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		
CC6. 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		
CC7. Assess population needs, assets and capacities that affect communities' health		
CC8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs		
CC9. Design a population-based policy, program, project or intervention		
CC10. Explain basic principles and tools of budget and resource management		
CC11. Select methods to evaluate public health program		
CC12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		
CC13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		
CC14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		
CC15. Evaluate policies for their impact on public health and health equity		
CC16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		
CC17. Apply negotiation and mediation skills to address organizational or community challenges		
CC18. Select communication strategies for different audiences and sector		
CC19. Communicate audience-appropriate public health content, both in writing and through oral presentation		
CC20. Describe the importance of cultural competence in communicating public health content		
CC21. Integrate perspectives from other sectors and/or professions to promote and advance population health		

CC22. Apply systems thinking tools to a public health issue		
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HPCH competencies	Introduced	Reinforced
HPCHCC1. Demonstrate a critical understanding of multidisciplinary theories/frameworks utilized in health promotion research and practice		
HPCHCC2. Employ theoretical knowledge and methodological skills in health promotion program planning, implementation, monitoring, and evaluation		
HPCHCC3. Conduct rigorous quantitative and qualitative research for health promotion		
HPCHCC4. Use participatory approaches in community health programs and research		
HPCHCC5. Promote social justice and equity in health promotion research, practice, and policy		

HMPD competencies	Introduced	Reinforced
HMPCC1: Assess how the structure, organization, delivery, and financing of health care systems affect system performance in terms of efficiency, quality, equity, and effectiveness		
HMPCC2: Apply systems thinking approaches to improve healthcare organizations' performance and responsiveness		
HMPCC3: Apply quality tools and concepts to evaluate and improve performance in health care organizations		
HMPCC4: Apply the principles of planning, budgeting, management and evaluation in healthcare related programs and projects		
HMPCC5: Analyze relevant financial data for efficient management of healthcare programs and organizations		
HMPCC6: Utilize health information systems and data analytics to support evidence-based decision making at the organizational and system levels		
HMPCC7: Apply public policy principles, frameworks and tools to understand health problems and priorities		
HMPCC8: Evaluate policy options to address health challenges including economic, legal and political implications		
HMPCC9: Utilize knowledge translation strategies and tools to communicate effectively and influence health policy and system decision making		

EPHD competencies	Introduced	Reinforced
EBCC1: Discuss the extent, distribution and determinants of common and emerging communicable and non-communicable diseases, and mental health disorders of local, regional and global importance		
EBCC2: Discuss prevention and control strategies/programs for common and emerging communicable and non-communicable diseases and mental health disorders		
EBCC3: Design epidemiological studies to investigate public health research questions		
EBCC4: Demonstrate ability to write software codes in order to manage and analyze health data through the use of multiple statistical software		
EBCC5: Apply inferential statistics and advanced statistical approaches such as regression modelling to analyze complex health related data		
EBCC6: Interpret and communicate statistical findings in oral and written format		

EBCC7: Review, synthesize and communicate published epidemiological findings in oral and written format		
EBCC8: Appraise the quality of epidemiological evidence by evaluating studies for bias and other sources of systematic errors		
EBCC9: Analyze Health related data using advanced statistical techniques and software packages		