

Linked MPH Program Learning Outcomes:

The student learning outcomes listed above address the following MPH Program PLOs:

- PLO1 - The student will demonstrate mastery in each of the five core knowledge areas in public health: Biostatistics, Epidemiology, Social & Behavioral Sciences, Health Policy and Management, and Environmental Health Sciences.
- PLO3 - The student will demonstrate proficiency in using multiple informational resources to gather, analyze, apply and report solutions to public health problems with a special emphasis on rural community health.
- PLO4 - The student will demonstrate proficiency in English communication in both oral (public speaking) and written forms as they pertain to conveying key concepts in public health.
- PLO5 - The student will demonstrate proficiency in using computers and other forms of digital technology and media as they pertain to research, office management and public health issues.
- PLO6 - The student will demonstrate independent and critical thinking skills.

Linked MHA Program Learning Outcomes:

The student learning outcomes listed on pp. 1 and 2 address the following MHA Program PLOs:

- PLO A.1 - The student will identify appropriate sources and gather information, effectively and efficiently.
- PLO A.2 - The student will appraise literature and data critically that enhances community health.
- PLO A.3 - The student will develop, understand and use data from performance, surveillance or monitoring systems.
- PLO A.5 - The student will understand and apply basic statistical methods relevant to public health and health administration practice.
- PLO A.10 - The student will implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders, and organizational values.
- PLO B.1 - The student will speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.
- PLO B.2 - The student will receive, process, and respond appropriately to information conveyed by others.
- PLO B.3 - The student will perceive and respond appropriately to the spoken, unspoken, or partly expressed thoughts, feelings, and concerns of others.

Required Textbook:

HFMA (2021) Certified Revenue Cycle Representative Course. Accessed on line through your HFMA account. (an explanation of the process is included in the class canvas)

Thomas K. Ross (2019) A Comprehensive Guide to Budgeting for Health Care Managers. First Edition. Jones and Bartlett Learning. Burlington. MA.

Other Required Readings: As assigned. These articles will be posted on Canvas in the week to which they are relevant.

****It is required that you join HFMA as a student member,** you will be utilizing multiple resources from them, including the Certified Revenue Cycle Representative course materials.

<https://www.hfma.org/membership/overview.html#benefits>

Assignment Descriptions:

Quizzes

Short (5 to 10 question) quizzes will be posted in Canvas and are used throughout the CRCR component of the class. The questions will be multiple choice and will focus on the content of the material covered up until that point in the course with an emphasis on the most recent material. The intent is to help you prepare for Exam 1 (the CRCR certification exam). **Quizzes must be completed by 11:59 pm of the due date.**

Homework Sets

These assignments will vary in content from solving computational problems at the end of the book chapters to completing a business case analysis. **Homework sets are due by 11:59 pm of the due date.**

Exams

The two exams will cover material covered in the readings, lectures and in class exercises. The first exam will cover material up to week 6 of the course (the end of the CRCR modules) and is the official certification exam from HFMA. The second exam will cover material from week 7 to the end of the class and will be an exam that I create. **Exams are due by 11:59 pm of the due date.**

Healthcare Finance Paper

The areas of healthcare payment, costing, contracting, and budgeting are enormous topics that could easily each be courses. Because of this fact, the healthcare finance paper assignment is intended to allow students to take a deeper look at a topic within those areas that is of interest to them. The paper should be 5 to 7 pages single spaced utilizing a business brief style of presentation. An example brief will be provided. It is the intent of this assignment that the student addresses the topic that they chose providing an explanation of the topic, a discussion of the importance of the topic to provider or payor organizational financial condition/performance, and consideration of changes/evolutions that are on the horizon.

Course Content:

Schedule	Assigned Readings
<p><u>Week 1 (August 21)</u></p> <p><i>The Patient Centric Revenue Cycle Part I</i></p>	<p>CRCR Unit 1 1.1 thru 1.6</p>
<p><u>Week 2 (August 28)</u></p> <p><i>The Patient Centric Revenue Cycle Part II</i></p> <p>Quiz #1 Due</p>	<p>CRCR Unit 1 1.6 thru 1.10</p>

<p><u>Week 3 (September 4)</u></p> <p><i>Pre-services Financial Care</i></p> <p>Quiz #2</p>	<p>CRCR Unit 2 2.1 thru 2.7</p>
<p><u>Week 4 (September 11)</u></p> <p><i>Point of Service Financial Care</i></p> <p>Quiz #3</p>	<p>CRCR Unit 3 3.1 thru 3.7</p>
<p><u>Week 5 (September 18)</u></p> <p><i>Post Service Financial Care Part I</i></p> <p>Quiz #4</p>	<p>CRCR Unit 4 4.1 thru 4.5</p>
<p><u>Week 6 (September 25)</u></p> <p><i>Post Service Financial Care Part II</i></p> <p>Quiz #5</p>	<p>CRCR Unit 4 4.5 thru 4.9</p>
<p><u>Week 7 (October 2)</u></p> <p>Exam 1 (Due Sunday October 9th 11:59 pm)</p>	<p>None</p>
<p><u>Week 8 (October 9)</u></p> <p><i>Assessing Managed Care Contracts</i></p>	<p>Canvas Readings 8</p>
<p><u>Week 9 (October 16)</u></p> <p><i>Provider Compensation Models</i></p> <p>Homework Set #1</p>	<p>Canvas Readings 9</p>
<p><u>Week 10 (October 23)</u></p> <p><i>Management and Budgeting</i></p>	<p>Canvas Readings 10</p>

<p><u>Week 11 (October 30)</u></p> <p><i>Output Forecasts</i></p> <p>Homework Set #2</p>	<p>Canvas Readings 11</p>
<p><u>Week 12 (November 6)</u></p> <p><i>Budgeting Techniques Part I</i></p>	<p>Canvas Readings 12</p>
<p><u>Week 13 (November 13)</u></p> <p><i>Budgeting Techniques Part II</i></p> <p>Homework Set #3</p>	<p>Canvas Readings 13</p>
<p><u>Week 14 (November 20)</u></p> <p><i>Budgeting Techniques Part III</i></p>	<p>Canvas Readings 14</p>
<p><u>Week 15 (November 27)</u></p> <p><i>Exam 2</i></p>	<p>----</p>
<p><u>Week 16 – (December 4)</u></p> <p>Healthcare Finance Paper DUE</p> <p>•</p>	<p>----</p>

Other Class Policies:

Adding/Dropping:

The official deadline for adding and dropping courses is as published in the academic calendar and Graduate Bulletin (typically the day before Census Day). However, students are strongly encouraged to meet with their graduate advisor or the Program Coordinator prior to adding/dropping courses. Movement into and out of classes after the 4th class day requires approval of the Program Director. Students can drop until mid-semester without a WP or WF. Drops after mid-semester require approval of the Dean. Each student is responsible for their own enrollment status with the university.

Disability Accommodations:

UTHSCT abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the

Student Services Office (located on the UT Tyler Campus). You may call 903-566-7079 for more information.

Note: The Instructor retains the right to change this syllabus.