Cases in

Health Care Management

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In my Introduction to Health Care Management class, I ask students a question that I believe is very important: “If you need lifesaving surgery, do you want a surgeon who can recite the procedure perfectly but never has done the operation, or do you want a surgeon who has done the surgery?” The students overwhelmingly state they want the surgeon who has done the surgery. The reason I ask the question is to stress the importance of being able to apply the knowledge they gain in the classroom. Knowing is not enough; one must be able to apply the knowledge. That point demonstrates the strength of *Cases in Health Care Management*—it puts theory into practice. It allows students an opportunity to “hold the scalpel” and apply their classroom knowledge.

Healthcare management is a complex field that requires students to have an understanding of many diverse concepts. According to the Association of University Programs in Healthcare Administration (AUPHA), graduates from certified undergraduate programs understand the U.S. healthcare system and the following components: “leadership and management of healthcare organizations, public health, financial analysis and management, ethics in business and healthcare decision-making, managerial epidemiology, population/community health, healthcare law, management of human resources and health professionals, operations assessment and improvement, quality assessment for patient care improvement, healthcare economics, organizational development/organizational behavior theory, governance, health policy, statistical analysis and application to decision making, healthcare marketing, strategy formulation and implementation and research methodology” (Association for University Programs in Health Administration, 2011).

Additionally, graduates of healthcare management programs work in a variety of healthcare organizations: from medical centers to physician offices; from
nursing homes to public health clinics; from consulting firms to governmental offices and many other organizational settings. *Cases in Health Care Management* give both undergraduate and graduate students an insight into the breadth and diverse aspects of their future career in healthcare management.

After using *Cases in Health Care Management*, students will have case experience relating to leadership and management, ethics and law, quality/patient safety, finance, health disparities and cultural competency, human resources and health care professions, conflict of interest, and healthcare fraud. *Cases in Health Care Management* provides easy-to-read, yet thought-provoking cases covering a variety of organizational settings, including physician practice, dental practice, hospitals, long-term care, and public health clinics, as well as settings in both urban and rural areas. Cases include coverage of current topics, such as succession planning, credentialing, bullying, obesity, medication errors, electronic medical records, physician order entry, health insurance, teamwork, disaster planning, workforce diversity, DNRs, employee dishonesty, and employee health and wellness. The cases in *Cases in Health Care Management* are written by well known experts in healthcare management with practical experience in health care operations.

*Cases in Health Care Management* presents a great opportunity for graduate and undergraduate students to supplement knowledge with experiential learning. This text stimulates discussions and presents differing views, in critical areas needed for success as a healthcare manager. From my perspective it all comes down to the basic question: Do you want the manager that can recite theory perfectly or the manager that can use the theory? I’ll take experience any day.

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Preface

The idea for *Cases in Health Care Management* came about just after we completed our second edition of *Introduction to Health Care Management*. Very little compares with the elation authors feel when they hold their new “baby” in their hands. Nancy and I marveled at its beautiful cover and glorie in the expanded case study section. Every instructor we had ever spoken to had begged us for more case studies in our text. As we looked at the 106 pages of 35 case studies, it occurred to us that while this was an abundance of cases to include in an introductory textbook, many instructors wanted a case study book to accompany different courses and textbooks, not just one course. At that moment, while high on the buzz of a new book, and still drinking coffee, we decided what we really needed to do next was an *entire* book of case studies. Questions percolated in our conversation: Who would write the cases? How many should we have? What should they cover? What settings should they take place in?

Nancy and I had lots of stories to tell that would help to create excellent teaching/learning experiences. A surgeon and Department Chair, Dale was excited at the prospect of offering his clinical and administrative experiences to a new generation of clinical and administrative healthcare managers. Many colleagues, friends, and even family members had stories and teachable moments they wanted to share. Another phone call to our publisher, Mike Brown, encouraged us to write a proposal for the new book. He suggested 50 cases would be a good number. Originally conceived as a combination of the existing cases from our second edition and a few new ones, it was Dale who pressed for 100% new cases. After much thought and debate about who would write on what topics and how to organize the book, we decided to include at least 100 new cases that were value-added to the healthcare management literature. What you now hold in your hand is a book containing 101 never before published cases in healthcare.
management, a virtual buffet of short stories of thought-provoking healthcare management scenarios that will engage students and instructors alike.

Whether your institution is a traditional “bricks and mortar” school or a fully online one, *Cases in Health Care Management* is formatted for your ease of use and adoption, not just for one course, but for an entire curriculum. Instructors of management, law, ethics, human resources, finance, leadership, and other courses will find an array of cases from which to choose. With a track record of publishing books together and listening to our readers and instructors about what did or did not work in the classrooms and online, we created this book to be student and professor friendly. We are grateful to all our authors for their insightful, well-written, thought-provoking case studies.

As with our other publications, this textbook will be useful to a wide variety of students and programs. Undergraduate students in healthcare management, nursing, public health, human services, family studies, and allied health programs will find the writing to be engaging. In addition, students in graduate and professional programs in discipline-specific areas, such as business administration, law, medicine, nursing, pharmacy, occupational therapy, public administration, and public health will find the materials both theory based and readily applicable to real-world settings. In particular, many scenarios reflect problems that clinician managers will confront in their day-to-day activities.

With over three decades of experience in higher education, we know that first and foremost, teaching/learning is not a solo sport; it is a team effort—a contact sport. There must be a give and take between the students and the instructors for deep learning to take place. This text uses active learning methods to achieve this goal. Along with lively writing and the use of creative writing and fiction techniques to pull readers into the story, this book provides fresh, provocative, real-world scenarios for students to analyze and critique.

Cases are organized into eight content areas: Leadership, Management, Quality/Patient Safety, Finance, Health Care Professionals/Human Resources, Health Disparities/Cultural Competence, Ethics/Law/Conflict of Interest, and Crossing the Line/Crime/Fraud. As clinicians and healthcare managers who live and breathe these scenarios, we purposely chose content areas that reflect flashpoints in healthcare management.

Specifically, *Cases in Health Care Management* contains:

- One hundred and one new, cutting-edge cases written by experts in the field
- Identification of primary and secondary settings for cases
Discussion questions for each case
- Additional resources for students to explore content with each case
- Teaching/learning methods such as role play and debate
- A case study guide, with rubrics for evaluation of student performance.

Never underestimate the power of a good cup of joe—or the thrill of holding a new book in your hands. We hope you enjoy this text as much as we enjoyed writing and editing it. As always, our wishes for you are as follows: may your classroom and online discussions be filled with active learning experiences, may your teaching be filled with good humor and fun, and may your coffee cup always be full.

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Acknowledgments

*Cases in Health Care Management* is the result of an ongoing process that involved many of the leaders in excellence in undergraduate healthcare management education. We continue to be deeply grateful to the Association of University Programs in Health Administration (AUPHA) faculty, members, and staff for all the support, both in time and expertise, and in giving us extensive feedback on the first and second editions of our textbook, *Introduction to Health Care Management*. One of the most consistent requests we had for both editions of that text was the call for more case studies. In the first edition, we had 15 case studies and rubrics, and were quite proud of that accomplishment. We heard, “More, more, more!” In the second edition we included 35 cases, and we thought we had really met the needs of instructors and students. (Insert hysterical laughter here.) Yes, we heard the call for “More, more, more!” and decided that it was time to create a stand-alone book of 101 case studies that could be used not just for one course, but for an entire curriculum in healthcare management.

Fourteen authors have contributed to this text, making this a one-of-a-kind book. Not only are our authors expert teachers and practitioners in their disciplines and research niches, they are also practiced teachers and mentors. As we read each case study, we could hear the voices of each author. It has been a privilege and honor to work with each and every one of them: Marie Barry, Joshua H. Buchbinder, Sally O. Casey, Susan Judd Casciani, Donna M. Cox, Amy Dore, Kelly Niles-Yokum, Edyth McC. Pahl, Dea Robinson, Louis Rubino, Nancy K. Sayre, Christine S. Spencer, Donna L. Wagner, and Kevin D. Zeiler. We also appreciate Keith Benson’s kind words in the Foreword, as well as others who have endorsed this new book.
And, finally, and never too often, we thank our family and friends, especially Rick Shanks, who tolerated long telephone and dinner conversations about the cases and the creation of this book. We love you and could not have done this without you.

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Sharon B. Buchbinder, RN, PhD
Dr. Buchbinder is a healthcare management educator with over 30 years of progressively responsible experience. Dr. Buchbinder’s work spans the entire spectrum of health care—from delivery to research and policy to education and training. In addition to her extensive teaching experience in healthcare management, she has also conducted healthcare management research, particularly in the areas of health care professionals’ job satisfaction and turnover. She is a past Chair of the Board of the Association of University Programs in Health Administration (AUPHA) and presently leads the MS in Healthcare Management Program at Stevenson University in Owings Mills, Maryland. Her most recent notable scholarly achievements include the publication of two best-selling textbooks, *Introduction to Health Care Management, 1st and 2nd editions* (with Nancy H. Shanks) and *Career Opportunities in Health Care Management: Perspectives from the Field* (with Jon M. Thompson), which won the prestigious Bugbee-Falk Book Award from the AUPHA.

Nancy H. Shanks, PhD
Dr. Shanks has extensive experience working in health care for the last four decades. Starting as a health services researcher and health policy analyst, she later served as the Executive Director of a health care foundation. During the last 17 years, she has been a healthcare administration educator at Metropolitan State University of Denver, where she has taught a variety of undergraduate courses in health services management, organization, research, human resources management, strategic management, and law. She retired in 2011 after serving as the Health Care Management Program Coordinator for 14 years and as Chair of the Department of Health Professions for 7 years. Dr. Shanks holds the title
of Emeritus Professor of Health Care Management and teaches as an affiliate faculty member at the University. Dr. Shanks’ research interests have focused on health policy issues, such as providing access to health care for the uninsured.

**Dale Buchbinder, MD, FACS**

Dr. Buchbinder is Chairman of the Department of Surgery at Good Samaritan Hospital and Clinical Professor of Surgery at the University of Maryland Medical School in Baltimore Maryland. Dr. Buchbinder served as Chair of Surgery for 18 years at the Greater Baltimore Medical Center. He also served as GBMC’s Medical Director of Inpatient Surgical Services and Medical Director of the GBMC Wound Care Center. His experience as a physician leader and manager in two major community hospitals in Baltimore is augmented by his time spent as Professor and Vice Chair of the Department of Surgery at the Chicago Medical School in North Chicago, Illinois. Dr. Buchbinder has been elected to several surgical societies including the American College of Surgeons and the Society for Clinical Vascular Surgery. He is a Distinguished Fellow of the Society for Vascular Surgery, Past-President of the Baltimore Academy of Surgery, and Past-President of the Maryland Chapter of the American College of Surgeons. He currently serves as Governor for the American College of Surgery from Maryland.
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