Syllabus
HPEM 6330 Section 060
Term Spring 2025 (Academic Year 2024-2025)

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Office Hours: Mondays 9:00 am to 12:00 Noon and by appointment; virtual office hours as necessary but email first to confirm.

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Course Overview: The healthcare supply chain is a vital core business component of the health organization with the mission of delivering the technological elements of the patient care process to the providers of care. From strategic sourcing and purchasing, acquisition, logistics, inventory management, to point of use applications, this course provides understanding, knowledge and evaluation models to operate and manage an organization's enterprise resource planning and management system, specifically regarding the supply chain system and the management of that system as evaluated from a strategic, operations management and financial perspective.

Goal of Course: For the student to understand the principles, flows and operations of the healthcare supply chain to include strategic sourcing considerations to be able to ask salient questions in a professional situation with the intention of patient care, quality, process, and cost improvements. Note related to goal: In several cases through the years I have taught healthcare supply chain, students have distinguished themselves with supply chain projects and improvements in their professional work that led to praise, acclaim, increased salaries and promotions; the best opportunities for healthcare improvement (my opinion) are waiting in the healthcare supply chain operation of clinics, hospitals, health systems and government agencies.

Student Learning Outcomes (linked to MHA Program PLOs such as A.1, A.2, etc…):

1) Discuss and explain the foundations of enterprise resource planning (supply chain). A.1, C.3
2) Discuss and explain how enterprise resource management (supply chain) perspectives and theories within organizational structures contribute to effective and efficient leadership and management of a health

organization. A.1, A.3, A.7, A.8, A.10, B.1, B.2, C.1, D.3
3) Describe the components of the supply chain system, specifically components of planning and management, within the context of the health enterprise. A.7, A.8, B.1, B.2, C.3, D.3
4) Synthesize and evaluate, from the management and legal literature, enterprise resource planning and apply the process of evaluation and planning to various health organization scenarios. A.1, A.7, A.8, A.10, B.3, C.1, C.3, C.6, D.3, E.1

Master of Health Administration Program Learning Objectives

A.1   Identify appropriate sources and gather information, effectively and efficiently.

A.2   Appraise literature and data critically that enhances community health.

A.3   Develop, understand and use data from performance, surveillance or monitoring systems.

A.4   Financial analysis: Understand and explain financial and statement; prepare and manage budgets; and make sound long-term investment decisions.

A.5   Statistical analysis: Understand and apply basic statistical methods relevant to public health and health administration practice

A.6   Policy analysis: Understand the policy-making process and the role of public health politics; assess a problem and identify and compare potential policy solutions; and understand and critically assess methods to evaluate policy impact.

A.7   Economic analysis: Use basic microeconomic theory to understand how the incentives of consumers, providers, payers affect behaviors, costs, and other outcomes; understand and apply basic econometric tools for the empirical study of issues in health economics.

A.8   Operational analysis: Analyze, design, or improve an organizational process, including the use of quality management, process improvement, marketing and information technology principles and tools.

A.9   Population health assessment: Understand and apply basic epidemiologic principles, measures, and methods to assess the health status of a population; identify risk factors in individuals and communities; evaluate the impact of population-based interventions and initiatives.

A.10   Decision Making: Implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders, and organizational values.

B.1 Convey: Speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.

B.2 Listen: Receive, process, and respond appropriately to information conveyed by others.

B.3 Interact: Perceive and respond appropriately to the spoken, unspoken, or partly expressed thoughts, feelings, and concerns of others.

C.1 Organizational Vision: Through effective governance, establish an organization's values, vision, and mission; systematically enhance performance and human material and knowledge resources

C.2 Strategic Orientation: Analyze the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success, viability of the organization and focus on community health status

C.3 Accountability: Hold self and others accountable to standards of performance; encourage commitment to the long-term good of the organization.

C.4 Change Leadership: Energize stakeholders and sustain their commitment to the organization while adapting to changes in the environmental factors.

C.5 Collaboration: Work collaboratively with others as part of a team or group, demonstrating commitment to the team's goal and encouraging individuals to put forth their best effort

C.6 Organizational awareness: Understand and learn from governance structures, formal and informal decision making structures, and power relationships in an organization, industry, or community

D.1 Use legal reasoning as a tool for analysis, communication, strategy and planning.

D.2 Behave ethically and promote standards of ethical behavior throughout public and healthcare organizations and professional communities.

D.3 Develop an understanding of healthcare state and federal legislation as it affects healthcare organizations

E.1 Actively seek feedback from others, reflecting and learning from successes and failures of professionals in public health and healthcare.

E.2 Develop an accurate view of own strengths and developmental needs, including the impact one has on others

Assessment Items in Course to Evaluate Program PLOs

A.1 – Research Paper
A.3 – Research Paper
A.7 – Quiz 2, 4, and 6
A.8 – Quiz 2, 4, 5, and 6
A.10 – Quiz 6, and 10
B.1 – Research Paper
B.2 – Research Paper
B.3 – Research Paper

C.1 – Quiz 9, 10, and 11
C.3 – Quiz 3, 7, and 8
C.6 – Quiz 9, 10, 12, and 13
D.3 – Quiz 4, and 6
E.1 – Quiz 9, 10, 12, and 13

Required Textbooks and Readings:

Ledlow, Gerald R.; Manrodt, Karl; & Schott, David (2017). The Healthcare Supply
Chain: Elements, Operations and Strategies, Jones and Bartlett Learning Publishers,
Inc: Sudbury, Massachusetts.

**Health Care Supply Chain Management: Elements, Operations, and Strategies:
9781284081855 (jblearning.com)**

Special Course Notes: --
1) This is an online course with optional synchronous sessions (approximately 3 - 4).
2) This course will utilize 'Announcements' in this course and replies to those
   announcements, email (see above) and optional synchronous sessions for
   communication and interaction. This way we will 'keep it simple' and focus on
   interaction rather than media channel/modality.
3) Each week will have a module assigned that will include the following:

> Read: A chapter in the textbook

> Review: The slides for the chapter reading for the week

> Scan: Documents that add information to the topics of the module but
should only be scanned (of course they are fine to read if you like)

> Do: Each week has a journal assignment to assist with your learning and
reflection of topics and content for the week to assist in preparing for the weekly
quiz. There is an assignment (MS Excel) for the first 4 modules of the course but
an answer key is provided so you can work the problems and see how you did!

> Assess: Take a quiz (timed) for the content of the week to assess what you
have learned; and

> Watch: Some modules/weeks have an optional video to watch (only some
modules/weeks).

Assignments and Grading: Each chapter of the required textbook has a quiz and a journal
assignment. In addition, a 5 to 8 page research paper with at least 10 references/sources on a
healthcare supply chain topic is required (get topic approval from instructor) and is due the
Wednesday of the last week of the course/semester (earlier submissions are fine). This paper
is assigned in the syllabus and in week 1 / module 1 in the weekly modules; an assignment is
listed in this course for this research paper. The paper should address: 1) what is the topic or
concept directly related to HC Supply Chain; 2) what are the elements of the topic; 3) how do
the elements work operationally; 4) what are the alternatives approaches to the utilization of
the topic; 5) what are the trade-offs (pros and cons) of the top 2-3 approaches; and 6) what
approach or what do you recommend as a best practice approach and why. A rubric is included
for this assignment.

Chapter quiz at 4.5% of grade with 14 quizzes = 63% of grade
Healthcare Supply Chain Topical Research paper = 37% of grade (rubric provided)

Assignments and weights/point values
1. Chapter/Module Quiz (14)   63%
2. Research Paper (due final exam week)   37%

Grading Scale:
where   90% - 100%   = A
               80% - 89.99% = B
               70% - 79.99% = C
                0% - 69.99% = F

NOTE: There are assignments built into several weeks/modules for your learning. Although they are not part of the grade, they do contribute immensely to your learning and understanding and should assist in quiz preparation and research paper development. In several cases, an answer sheet is provided for some of the assignments to you can better understand the concepts, processes and actions associated with the healthcare supply chain!

Late Work and Make-Up Exams: If you are going to be late in completing a module for the week, please let me know as soon as possible. The research paper will not be accepted late but the student will receive an incomplete until the paper is submitted and graded to calculate an earned grade.

Attendance Policy (optional): This course is online with optional synchronous sessions but UT Tyler does have a [Class Attendance policy](#) in the catalog.

Graded Course Requirements Information: *TEC 51.9705 (HB 2504) requires that you list AND describe all major assignments. It is absolutely acceptable to provide an overview and note that detailed information will be provided in class.*
Each chapter of the required textbook has a quiz and a journal assignment tied to a weekly module in the course. Quizzes are timed and are between 12 and 15 questions except for the Module 11 quiz and the last (Quiz 14) quiz which has 9 to 10 questions.

In addition, a 5 to 8 page research paper with at least 10 references/sources on a healthcare supply chain topic is required (get topic approval from instructor) and is due the Wednesday of the last week of the course/semester (earlier submissions are fine). This paper is assigned in the syllabus and in the week 1 / module 1 in the weekly modules; an assignment is listed in this course for this research paper. AI with proper citation is permitted for this assignment. The paper must address:
        1) what is the topic or concept directly related to HC Supply Chain;
        2) what are the elements of the topic;

3) how do the elements work operationally;
4) what are the alternatives approaches to the utilization of the topic;
5) what are the trade-offs (pros and cons) of the top 2-3 approaches; and
6) what approach or what do you recommend as a best practice approach and why.

A rubric is included for this research paper assignment in the online course. Note: Look in the Announcements section of the online course for topical ideas for the paper.

Calendar of Topics, Readings, and Due Dates (REQUIRED COMPONENT)
Note the last date to drop the course is included in the calendar along with the final exam date and time. These are required.
Students HIGHLY recommend that you link the assignments to the Canvas calendar. That comes up on their phones.

Course by week:
Week 1 (January 13th)   Read syllabus & Module 1

Week 2 (Jan 20)   Module 2   Synchronous session (TBD) for Introductions

Week 3 (Jan 27)   Module 3

Week 4 (Feb 3)   Module 4

Week 5 (Feb 10)   Module 5

Week 6 (Feb 17)   Module 6   Synchronous session (TBD) for Foundation Discussion

Week 7 (Feb 24)   Module 7   Think about research paper topic (see assignment in module M1/W1)

Week 8 (March 3)   Module 8   Select Topic for 5 - 8 page research paper; get approval from instructor

Week 9 (March 10)   Module 9   Synchronous session (TBD) for Operations
SPRING BREAK March 17 - 23   of HC SCM

Week 10 (Mar 24)   Module 10

Week 11 (Mar 31)   Module 11   Should have 5 - 8 page research paper 1st draft completed

Week 12 (April 7)	Module 12	Should have 5 - 8 page research paper revised draft completed
Week 13 (Apr 14)	Module 13	Synchronous session (TBD) for 5 - 8 Page Research Paper discussion;
Week 14 (Apr 21)	Module 14	Complete all remaining work, finalize 5 – 8-page Research Paper

Week 15 (Apr 28)   5-8 Page Research Paper <u>Due by Noon Central Time Wednesday</u> <u>April 30th submitted in the Canvas online course (use instructor</u> <u>email with attachment as backup</u>

Course Concludes with final grades submitted by May 6th

Artificial Intelligence in this Course

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, **AI is permitted only for specific assignments or situations, namely the research paper, and appropriate acknowledgement is required. Please see below.**

AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required. This course has specific assignments, namely the research paper, where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

This AI guidance was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.