

**HPM 436, Section 1
Healthcare Financial Management
Winter 2017**

Class time: Tuesdays, 2:00 – 4:50 PM

Room: CHS , Room 41-268

Instructor:

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Office Hours:	Tuesdays, 12:30 – 1:30 PM and by appointment

Moodle site: <https://ccle.ucla.edu/course/view/17W-HLTPOL436-1>

Course Description

This is a four unit skills building class designed to provide students with tools for financial management responsibilities in healthcare. It offers a practical approach for identifying, analyzing, and making recommendations regarding the financial viability of business decisions facing healthcare organizations. Using techniques and methodologies discussed in class, students will determine the financial impact, feasibility and sustainability of scenarios facing healthcare organizations. The course will include several guest lecturers who lead finance areas within the healthcare sector including hospitals, community health centers, a healthcare foundation and biotechnology. The course will culminate with the development and presentation of a group project, which will be the financial evaluation of two entities within the healthcare sector.

The class is offered in a hybrid format. As such, the class meets 3 hours per week, with an additional hour of remote engagement with the instructor, the teaching assistant and fellow students. Each week, students will be provided with instructions regarding topics and areas for online discussion and deliverables.

Course Prerequisites

HPM 234, HPM 403 are the course prerequisites. The course is open to graduate in the School of Public Health and to qualified graduate students by permission of the instructor. It is recommended that students have completed one course in graduate level accounting or economics prior to enrollment.

<i>Learning Objectives</i> <i>Upon completion of this course, students should be able to:</i>	<i>ASPH Competencies</i> <i>Health Policy and Management</i>
1. Using the tools and concepts discussed in class, identify and apply the most common techniques of healthcare financial management.	E5. Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives. E8. Apply "systems thinking" for resolving organizational problems. K1.2. Describes and understands the main characteristics, components and issues of the organization, financing and delivery of health services and public health systems in the U.S. K2.4. Financial Analysis: Understands and explains financial and accounting information. K3.13 Comprehends financial and economic analyses and their application.
2. To understand elements that are within manager’s responsibility as health care organizations seek to control costs and spending.	E5. Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives. E7. Apply quality and performance improvement concepts to address organizational performance issues. K2.4. Financial Analysis: Understands and explains financial and accounting information. K3.13 Comprehends financial and economic analyses and their application.

<p>3. Identify and discuss upcoming business challenges faced by healthcare organizations, plus provide possible financial solutions through homework, case studies and group project.</p>	<p>E6. Apply principles of strategic planning and marketing to public health. E9. Communicate health policy and management issues using appropriate channels and technologies. K1.8. Analyzes economic decisions related to health care organizations and the health system. K2.4. Financial Analysis: Understands and explains financial and accounting information. K3.9 Analyzes economic decisions of health care consumers, providers, organizations, and the health care system. K3.13 Comprehends financial and economic analyses and their application.</p>
<p>4. To work in diverse teams to effectively communicate, both orally and in writing, regarding the strengths, weaknesses, opportunities and threats for a HCO.</p>	<p>E6. Apply principles of strategic planning and marketing to public health. E9. Communicate health policy and management issues using appropriate channels and technologies. E10. Demonstrate leadership skills for building partnerships. K4.4. Uses various methods to communicate effectively. K4.6. Builds relationships and collaborates with colleagues and constituents. K4.7. Work effectively in teams.</p>

Methods of Evaluation:

Grading

Homework (4)	20%
Exam 1: Midterm:	15%
Exam 2: Final:	20%
Group project / presentation	25%
Peer review of group project	5%
Class attendance and participation (including online):	15%

Letter grades for the course will be assigned as follows:

98 - 100 = A+	88 - 89 = B+	78 - 79 = C+
93 - 97 = A	83 - 87 = B	73 - 77 = C
90 - 92 = A-	80 - 82 = B-	70 - 72 = C-
		Below 70 = F

Homework

Assigned homework problems may include exercises from the textbook; however, it could also include case studies, dashboards, templates, etc (unless otherwise noted). Homework is designed to prepare students for the examinations and the group project deliverable. They are to be completed individually.

Please use the following nomenclature when submitting online deliverables (homework and exams): *Last name_first name_Homework (or Exam) X*

Assignment #1: Revenues and Expenses	Due: 1/24/17
Assignment #2: Cost Classifications and Breakeven Analysis	Due: 1/31/17
Assignment #3: Vertical and Horizontal Analysis / Dashboard	Due: 2/21/17
Assignment #4: Budgeting	Due: 3/7/ 17

Late Submissions:

Deliverables are due on dates posted. If students are unable to meet the required dates, approval must be given by the faculty at least 48 hours in advance. Assignments that are overdue for which an extension has not been granted will be reduced by one letter grade for each day it is late. For group exercises, each member of the group will be held to the aforementioned standard.

Group Presentation: 3/14/17

During the second week of the course, students will self select into groups of 4-5 for the group work. These groups will collaborate throughout the course, both in person and online. It is recommended that groups include at least one person

with a background in accounting, economics or financial management. Each group will be evaluating one entity within the same healthcare business group. For the Winter Quarter 2017, the class will evaluate various foundations providing resources for the healthcare sector. Groups will select the foundation that will be the basis for financial analytics throughout the course. Foundations will be allocated to groups based on requests received (first come, first served). Groups will select from one of the following:

Healthcare Foundations Rockefeller Foundation, California Healthcare Foundation, California Wellness Foundation, AIDS Healthcare Foundation, Avon Foundation for Women, Leukemia and Lymphoma Society Foundation.

Using concepts discussed throughout the course, each team will have twenty minutes to present their analysis to the class. Teams will use publically available financial statements as the basis for their evaluation. It is expected that the final deliverable will be of sufficient quality that it could be submitted to leadership meeting as part of an annual long range planning exercise. During the presentation, the class will be formulating questions that will be asked of the presenting team during the question / answer period. Since all groups will be evaluating the healthcare foundation industry, it is expected that questions will be well informed resulting in meaningful dialogue about the sector.

Teams will present their final product during the tenth week of class. For the final presentation, teams will be expected to develop a PowerPoint presentation and evaluate the foundation's financial viability. A panel of financial management professionals will evaluate the team for thoroughness, robustness of analytics and meaningful conclusions drawn through analysis. This will be considered the final assessment and should be comprehensive. Names of group members and first-second-third preferences from the pre-selected group of possible foundations are due 1/24/17.

Peer Review of Group Exercise: Individuals will assess members of their group based on contributions including thoroughness, timeliness, responsiveness, leadership and creativity to the final product. If a student has not fully contributed to the final deliverable, this is an opportunity for peer-to-peer evaluation. A weighted average of assessments from team members will be worth 5% of the student's final grade.

Class Attendance and Participation:

The nature of this course requires students to attend and participate in each class session. Students are expected to be up to date on issues faced by HCOs. While this can be accomplished with the aid of a daily newspaper, it is recommended that students also subscribe to daily list serves such as Health Leaders Media Finance, California Healthline and the Wall Street Journal.

Attendance: If a student needs to miss class, please send an email to the faculty prior to the absence and it will be noted. You are expected to be familiar with materials covered in class through Moodle and other student's notes. Students will be evaluated based on regular attendance as well as participation in class discussions, demonstrated knowledge of required readings and interactive discussions with faculty, students and guest lecturers

Participation: Requires more than simply attending class. It includes completing the assigned readings, asking questions about the readings or issues raised during discussion, offering arguments and responses, and listening to the arguments and responses of others. Evaluation of participation falls into the following categories:

Full Credit – 10 points:

- Regularly makes helpful, relevant contributions to discussion.
- Occasionally offers observations that challenge other participants to think about the material in new ways.
- Actively participates in group discussions.
- Contributes valuable insight.

Partial Credit – 5 points:

- Makes infrequent helpful, relevant contributions to discussion.
- Participates in group discussions.
- Attends regularly and actively pays attention to discussion.
- Occasionally contributes to group discussions.

Minimal or no credit – 0-5 points:

- Does not attend regularly, does not pay attention to discussion or contribute.

Modifiers:

- ☒ Missing more than one class will lower your grade.
- ☒ Being distracted or inattentive during class will lower your grade.

Making contributions to discussion means:

- ☒ asking questions about the readings, presented materials, or during discussion in order to clarify issues or make additional observations;
- ☒ offering answers to questions asked by others in class;
- ☒ making claims or observations about the issues being discussed; and
- ☒ offering support, criticism, modification, or clarification for claims being discussed.

Notice that the sheer volume of your contributions does nothing to improve your grade. A genuine question always counts as relevant and helpful. Relevant contributions show you are engaging with the issue being discussed at the time, and that you are well-prepared for class. Helpful contributions advance or improve the discussion by bringing in new ideas; helping the class understand the issues being discussed; redirecting our attention to the text; keeping us "on track"; and changing the subject when needed.

Electronic Device Policy:

In our efforts to provide an environment that fosters and supports learning and the exchange of ideas and to maximize our time together, the faculty requests that laptops are used ONLY for course content and cell phones silenced during class. Using an electronic device for activities unrelated to the learning experience coordinated by the course instructor distracts the student using the device, his/her neighbors, and the professor. Additionally, this usage is viewed as disrespectful of all others (students and instructor) engaged in the teaching/learning process. The quality of the learning experience suffers when these discourteous distractions occur. If a student is in violation of this request, it will be addressed by the faculty. Repeated violations may result in the faculty requesting the student leave class.

Academic Integrity:

This course is governed by the UCLA code of academic integrity provided by the Office of the Dean of Students. Course participants are strongly encouraged to read the document regarding cheating and plagiarism. The policy is available at <http://www.studentgroups.ucla.edu/dos/assets/documents/StudentGuide.pdf>

Students with Disabilities

If you wish to request an accommodation due to a suspected or documented disability, please inform your instructor and contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: www.osd.ucla.edu. This information will be treated as confidential.

READINGS

Required Texts

The required text for this course is the fourth edition of "Healthcare Finance: Basic Tools for Nonfinancial Managers" by Judith J. Baker and R.W. Baker. Published by Jones & Bartlett Learning, the fourth edition also allows online access to supplemental materials that will be used in class. Students are expected to purchase the fourth edition for Winter 2016.

Supplemental Readings

We will be using materials from several sources to supplement our learning experience. These include, but are not limited to, online interactive sessions (Baker and Baker), online tutorials (Gapenski) and Harvard Business School cases. Most of these materials will be used during the hybrid portion of the class.

There are several additional Public Health Finance tutorial modules that are free and are considered essential supplemental resources for this class. Developed by Louis C. Gapenski, a national expert on healthcare finance, the tutorials cover finance knowledge and skills vital to public health managers. <http://www.publichealthfinance.org/training-and-education/2875>

Additional supplemental readings will be posted on the Common Collaboration and Learning Environment (CCLE) Moodle website. Readings consist of articles, case studies and other materials pertaining to healthcare financial management.

Access to Readings

1. You may access one personal use copy of each article from the password protected Moodle site for the class under "Readings." Use your BOL username and password to log on.

2. BOL Proxy: In order to access class readings from a computer not connected to the internet through a UCLA IP address, you will have to set up a BOL proxy server. Instructions can be found at: <http://www.bol.ucla.edu/services/proxy/>

It is expected that students will complete all readings before the lecture.

Class	Date	Topics and Readings																
I. INTRODUCTION																		
1	1/10	<p>Introduction to Financial Management This session will introduce the major topics that are central to healthcare financial management. It will build on the interconnected nature of financial accounting and will begin to help students understand the primary aspects involved with financial management in healthcare entities.</p> <p>Topics will include elements of financial management, types of organizations, management cycles and control verses planning functions, as well as assets, liability and net worth. In addition, students should leave this session with a solid understanding of what is expected of them throughout the quarter and overall course content. In the ten-week quarter, students will focus on the following concepts:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>First Half</i></th> <th style="text-align: left;"><i>Second Half</i></th> </tr> </thead> <tbody> <tr> <td>Revenues / expenses</td> <td>Trend analysis: horizontal and vertical</td> </tr> <tr> <td>Responsibility, profit and cost centers</td> <td>Forecasting and assumptions</td> </tr> <tr> <td>Cost classifications: direct, indirect, variable, fixed, semi-variable</td> <td>Budgeting: top down, zero-based, incremental</td> </tr> <tr> <td>Contribution margin and breakeven analysis</td> <td>Variance analysis</td> </tr> <tr> <td>Financial statements</td> <td>FTE calculations</td> </tr> <tr> <td>Ratio analysis (liquidity, solvency, etc)</td> <td>Sensitivity analysis and scenario planning</td> </tr> <tr> <td></td> <td>Financial management and strategic planning</td> </tr> </tbody> </table> <p>Readings Baker and Baker: Chapters 1-3 (pages 3-29)</p> <p>Honore, PA and Costich, JF. Public Health Financial Management Competencies, <i>J of Public Health Management and Practice</i>, 2009, 15(4), 311-318</p>	<i>First Half</i>	<i>Second Half</i>	Revenues / expenses	Trend analysis: horizontal and vertical	Responsibility, profit and cost centers	Forecasting and assumptions	Cost classifications: direct, indirect, variable, fixed, semi-variable	Budgeting: top down, zero-based, incremental	Contribution margin and breakeven analysis	Variance analysis	Financial statements	FTE calculations	Ratio analysis (liquidity, solvency, etc)	Sensitivity analysis and scenario planning		Financial management and strategic planning
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II. FINANCIAL OPERATIONS																		
2	1/17	<p>Building Blocks: Revenues and Expenses Regardless of the type of healthcare entity, managers must be cognizant of the revenue and expense components for their areas of responsibility. This session will be dedicated to developing an understanding of the sources of revenue, the challenges of recognizing revenue timing, contractual allowances, revenue centers, and revenue groupings. Additionally, students will learn expense management including the distinction between expenses and costs, the timing of disbursement for services, and grouping of expenses for planning and control (cost centers). Together, revenues and expenses form the backbone of financial management and managers must understand that they will likely be held accountable for managing both.</p> <p>Readings Baker and Baker: Chapters 4-5 (pages 31-51)</p> <p>Interactive Media to be completed before 1/20/17 as this will be the basis for web session: Jones and Bartlett Landscape 1: Critical Case for Billing and Coding</p> <p>DUE: BY 1/20/17, submit names of group members (4-5 per group) to Teaching Assistant as well as top three choices for healthcare foundation from pre-identified list. Teaching Assistant will allocate preferences on a first come, first served basis.</p>																

Analytics and Interpretation

3	1/24	<p>Introductory Analytics: Cost Classification and Break Even Analysis</p> <p>The value of financial management becomes evident through the ability to conduct analysis to make informed managerial decisions. Students will review direct and indirect costs as well as fixed, variable and semi-variable costs. They will study how cost classifications roll up to responsibility centers. This is important, as most managers will be held accountable for several areas and students must understand how line items can be controlled. Using this insight, we will study techniques for conducting contribution margin and breakeven analysis. These skills are significant as students develop an appreciation for what role manager's choices and decisions may play in the profitability of a healthcare organization.</p> <p>Bring your textbook as we will be working through examples in class.</p> <p>Readings Baker and Baker: Chapters 6-7 (pages 53-78)</p> <p>Online Resource: Public Health Financial Management Tutorial: Estimating Costs and Margins (Gapenski) All students must read the PDF file uploaded to the Moodle site (pg 1-15, plus the key concepts on pages 20-21.) Check the Moodle site for question allocation per group.</p> <hr/> <p>Homework #1 Due before class begins: Exercises sent per email</p> <ol style="list-style-type: none">1. Contractual allowances and cost shifting2. Grouping expenses by codes
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III. REPORTING AND MEASURING FINANCIAL RESULTS

4	1/31	<p>Reporting as a Tool Rather Than a Requirement: Financial Statements</p> <p>Virtually all healthcare organizations use financial statements to communicate the fiscal health of their entity. Creditors, investors, governmental and community agencies require considerable information as they consider the financial performance of an organization. Managers must be conversant in the information contained on these statements and develop an understanding of how to read, interpret and analyze them. Students will review terminology and equations from financial accounting and will build on their knowledge to understand how the statements are interrelated. Students will also learn how to prepare them and conduct analysis. These skills help students develop the ability to analyze the fiscal health of a HCO from the outside.</p> <p>Bring your textbook – we will be working through examples in class.</p> <p><i>GUEST LECTURER: GUEST LECTURER: John Elginer, MBA Former Treasurer of Amgen, Inc. and Chief Financial Officer of Amgen Foundation</i></p> <p>Readings: Baker and Baker: Chapter 10 (pages 113-119)</p> <p>Online Forum: Groups will begin to conduct financial statement comparisons between their healthcare foundation and the baseline foundation. Refer to questions discussed at the end of class.</p> <p>Homework #2 DUE: Assignment Exercise 6-1 (pg 466) – Allocating Indirect Costs Assignment Exercise 7-2 (pg 469) – Calculating the contribution margin Assignment Exercise 7-3 (pg 469) – Creating a cost-volume-profit chart</p>
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5	2/7	Financial and Operating Ratios: What Statements May Reveal Regarding the Financial Condition
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		<p>Hiring and Justifying Staff: Calculating FTEs</p> <p>While ratios do not tell the whole story, ratio analysis are widely accepted in financial management circles and provides important information to creditors or investors. It is also a comparative tool that allows individuals to see results over time and to determine how managerial decisions influence financial performance. Various types of ratios will be examined including liquidity, solvency and profitability. Students will learn to compute and interpret ratios. These skills help students analyze an entity from the outside. We will also discuss operating indicator analysis, which goes one step beyond financial statement analysis by examining the operating variables with the goal of explaining an entity's financial condition.</p> <p>Additionally, most managers will be faced with the need to justify staffing requirements. Generally, these are expressed as full time equivalents (FTEs) and managers must understand how to calculate the number of FTEs required to fill a position. The costs are under the direct control of the manager and will impact overall fiscal performance. These skills help students perform internal analysis. If time allows, we will cover this concept during this session. If not, it will be moved to a future session.</p> <p>Readings: Baker and Baker: Chapter 11 (pages 121-134) and Chapter 9 (pages 101-110),</p> <p>Suarez, et al, "Making the case for using financial indicators in local public health agencies." Am J of Pub Health, 2011 March; 101(3): 419-425.</p> <p>Supplemental Resource: Operating Indicator Ratios, Gapenski LC, "Healthcare Finance, an Introduction to Accounting and Financial Management" Fifth Edition. Appendix B</p> <p>Financial Ratio Analysis: A Guide to Useful Ratios for Understanding Your Social Enterprises Financial Performance." December, 2013. Demonstrating Value Initiative at Vancity Community Foundation.</p> <p>Online Forum: Complete the Dashboard exercise for your group project. The template has been provided to you. This will be a portion of your final deliverable.</p> <p>DELIVERABLE DUE: Complete mid-quarter survey sent via link to Survey Monkey</p>
MIDTERM		

IV. FINANCIAL MANAGEMENT FOR PLANNING AND CONTROL		
6	2/14	<p>Trend Analysis, Pro-Forma Financial Statements and Forecasting: Where Have We Been and Where Are We Headed?</p> <p>Perhaps one of the most valuable skills that managers have is the ability to compare data over periods of time for the purposes of obtaining <u>meaningful</u> insights. Students will spend time learning how to engage in common size analysis, conducting trend analysis, and employing both horizontal and vertical analytics. After students have become comfortable analyzing past performance and indentifying trends, we will introduce the use of prospective financial management through forecasting. Students will also be expected to understand the appropriate use of assumptions when forecasting, including how to document and justify such assumptions. Students will be expected to conduct forecast assumptions for revenue, staffing and capacity level assessments. These skills help students conduct internal analysis.</p> <hr/> <p>Readings Baker and Baker: Chapter 13 (pages 143-155)</p> <p>Online Resource: We'll begin working on this case study in class Bohmer, R. et al, The Case of Unidentified Healthcare Companies – 2010, Harvard Business School. This case study will be completed in your groups. Your final project will include similar types of analytics thus it is recommended that you use this case study as preparatory work. Your group's analysis will be due by 5 PM on Friday, February 17, 2017</p>

**Online Resource:
Public Health Financial Management Tutorial: Assessing Financial Performance (Gapenski)**

7	2/21	<p>Volume, Operating and Capital Budgets: We will discuss the Harvard Business School case and how your groups approached identification of the fourteen healthcare organizations.</p> <p>Additionally, we will introduce budgeting and the significance that managers play in developing and executing budgets. The budgeting process is an extension of the planning process discussed previously. Budgets are particularly important as they are the instrument through which organizational activities are prioritized and quantified. Topics will include top down and bottom-up budgeting, incremental and zero-based budgeting, comprehensive and limited-in-scope budgets and discrete and continuous budgeting. We will include a discussion regarding the role that managing budgets plays into performance evaluation. We'll conclude with an introduction to the most common types of budgets: volume based, operating and capital.</p> <p>We will introduce the concept of Return on Investment (ROI), discuss its value to an organization and to managers as they build a business case for investing resources. We will build on the NPV discussion from Financial Accounting and demonstrate how three crucial factors play into ROI: financials, time and probability.</p> <p>Finally, if we did not complete the FTE discussion earlier in the quarter, the second half of the lecture will be presented at this time.</p> <p>Readings: Baker and Baker Chapters 15 and 16 (173-194) Fuller, et al, "Rethinking Governance and Management Structures and Incentive Plans for Value-Based Care." Miller, et al, "How Rolling Forecasting Facilitates Dynamic, Agile Planning." November 2013, Healthcare Financial Management Association</p> <p>Online Engagement: Financial Management Competencies reassessment – individual</p> <p>HOMEWORK #3 Due:</p> <ul style="list-style-type: none"> • Assignment Exercise 13-1 (Common sizing / vertical analysis for Metropolitan Health System) • Assignment Exercise 13-2 (Trend / horizontal analysis for Metropolitan Health System) • Based on your vertical and horizontal analysis, share meaningful conclusions. The Excel template provided includes expectations for the analysis.
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8	2/28	<p>Budget Development Process, Variance Analysis and Sensitivity Analysis As managers, students will be largely responsible for conducting budgeting activities relative to revenue, expenses, service volume. As such, the majority of time will be spent on these types of budgets. Students will develop practical skills by developing budgets by payer type, by revenue and expense, as well as by anticipated capital expenditures. Students will engage in a step-by-step approach to developing a budget including estimating volumes, converting volumes into projected revenues / expenses and adjusting revenues / expenses as necessary.</p> <p>The most common method of evaluating budget performance is variance analysis, which compares budgeted volumes, revenues and expenses to actual performance, typically on a monthly basis. Variance analysis ensures accountability to requiring managers to be able to explain why variances occurred and what actions are being taken to ensure favorable variances remain or negative variances do not recur. Generally there are three types of variances: volume based, quantity (or use) based, price (or spending) based. Students will be expected to calculate line item variances and develop techniques</p>
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		<p>for ascertaining how to rationalize the cause.</p> <p>Sensitivity analysis involves the ability to conduct “what if” scenarios. Students need to be able to project financial impact if assumptions change. It is quite common for volumes, revenues and expenses to vary, thus students will develop best case, base case and worst case deliverables.</p> <p>Readings: Baker and Baker Chapter 17 (pg 201-213),</p> <p>Lee, TH and Cosgrove T, “Engaging Doctors in the Health Care Revolution.” Harvard Business Review, June 2014 p 1-9. ----</p> <p>Online Resource: Public Health Financial Management Tutorial: Financial Planning and Budgeting (Gapenski) All students must read the PDF file uploaded to the Moodle site (pg 1-16). Groups will be assigned questions that must be completed online before Friday at 5 PM. Check the Moodle site for question allocation per group. Please note that your questions will be given from both the Module III and Module VI (week 6)</p> <p>Homework: Begin reading the case entitled “The Whitney Clinic” from the Harvard Business School case pack. We will have roughly 1 hour of time in class on March 7 to conduct a mock Board meeting and debrief the case.</p>
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9	3/7	<p>Sensitivity Analysis and Strategic Planning Kellogg School of Management Case: The Whitney Clinic (in class exercise – 1 ½ hours)</p> <p>We will spend approximately one hour in class conducting a mock Board meeting based on the case entitled, “The Whitney Clinic.” Each student will assume a role of a member of the Board or participant. The Board meeting will be conducted in class and we will have some time for debrief.</p> <p>Finally, students will be introduced to the role that financial management plays in strategic planning. We will discuss the basic elements included in a strategic plan, the process flows for creating goals, objectives and action plans, as well as the planning cycles over time. Students will be introduced to terminology, financial reports that inform the strategic plan, managerial responsibilities for planning. We’ll also discuss SWOT analysis and sensitivity analysis involved in strategic planning.</p> <p>Readings: Chapter 22 (pg 253-277) Kellogg School of Management, “The Whitney Clinic” 2010, Northwestern University. ----</p> <p>HOMEWORK #4 DUE: Departmental budget with ROI included</p>
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V. FINANCIAL ANALYTICS IN ACTION		
10	3/14	<p>Final Group Presentations (3 hours total, approximately 20 minutes per group plus Q&A)</p> <ul style="list-style-type: none"> • Robert Wood Johnson Foundation (BASELINE) • Rockefeller Foundation • California Healthcare Foundation • California Wellness Foundation • AIDS Healthcare Foundation • Avon Foundation for Women • Leukemia and Lymphoma Society Foundation

Panel reviewers:

Connie Wong, MPH – Assistant Director of Contract and Network Development, UC Irvine (invited)

Jennifer Duryea, MPH – Research Scientist and Health Economist, Outcomes Insights (invited)

Course Recap and Evaluations