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MODULE BOOK

Health Care Management

(personal and organizational level)

Implementation university: *Vinnitsia National Pirogov Memorial Medical University*

Target audience: clinical interns of 2nd and 3rd study years (post graduate) that include interns of all specialties (surgeons, therapists, family doctors, and other narrow specialties).

Expected time of the implementation: *Spring 2017*

Duration: *30 hours (10 classes (20 hours), 10 hours of self-education)(1 ECTS)*

1. Introduction to the course

Effective management of the health care facility requires thorough knowledge in this field. Deficiency of health managers trained by international standards is highly relevant - health care system in Ukraine is in stage of transformation demanding skilful managers. Despite the high demand, the course

"Management in health care" is not included into the under- or postgraduate medical education of all specialities. Doctors are getting specialization in health care management only in case they are about to get a position of the chief physician or his deputy, however this knowledge is important for every doctors, regardless the position and working experience for developing understanding of changes needed in the field, modern approaches in governance of the hospitals and its units, for successful realization of innovations according to the directions of reforms that had been chosen by the government in Ukraine.

Our target audience is clinical interns. They were chosen because according to the recent legislation if in a future doctors are willing to get positions of the managers in the field, head of the departments, for example, they need to pass clinical internship in the past. So they are future managers in the health care facility. As well this audience is covering variety of different clinical specializations - they are family doctors, surgeons, therapists and other narrow specialists. Another benefit of this group is that they have working experience and had noticed the mistakes of the managers in health care field, they willing to be better and contribute in building of the strong modern health care system. The topics that will be covered by the course will give the necessary knowledge in theory and practice of the health care management, will help them to learn how to develop their leadership skills, how to use psychology in effective governance and what approaches are used in the world to lead the health care unit or institution to success, to improving quality of health services and improve health of the population.

2. Theoretical perspectives of the course.

The course should be considered as an introduction to the health care management. Topics that are planned suppose to give minimum basic knowledge in this field. The main goal of the course is to create the understanding how health care management is important for the doctor's work and how to use it to make

work more effective and what improvements could be achieved with using appropriate tools and methods.

Course is divided into 3 units:

Unit 1. Introduction to the health care management, as a science. Health care manager, his main roles and functions. Goals of organization, individual goals, strategy development, values and organizational culture.

Unit 2. Human resources management in health care. Motivation theories and their practical application.

Unit 3. Communication strategy in health care. Communication – within and outside of the facility, target audience and channels of communication. Quality management (process management).

3. Learning outcomes.

1) To know:

- 1.1.the concept of management in health care and to be able to apply it in practice
- 1.2.the importance of (improvement of) good managerial practice and effective organization at health care facility to different stakeholders;
- 1.3.different leadership styles and their application in health care organisation practice;
- 1.4.Knows/understands different approaches to motivation of health care employees;
- 1.5.how to set personal and organizational priority agenda, including long-term goals, mission, vision and short-term goals and connect it with strategy of implementation.

2) To be able to:

- 2.1 fill such an ambiguous concept as 'management in health care' with practical individual-level meaning and relevant for physician dimensions or instruments;
- 2.2 explain the importance of (improvement of) good managerial practices and effective organization at the health care facility level and outside the organisation;
- 2.3 apply different leadership styles understanding their relevance in the specific organisational context;
- 2.4 diagnose the system of motivation at the facility;

4. How these goals will be reached (methodology and learning approaches)

Based on the peculiarities of the target audience of the course (their load at the hospital, every day classes at their main specialties, absence of time to read lots of materials at home to be ready for the next class, absence of the teaching materials in Ukrainian and most likely low level of knowledge of English among students) and limited working load (only 2 hours per day) we will provide most of the activities in the class, with limited amount of readings, but with intense studying in the class. An important focus of this course is the emotional appeal of "Health care management", which requires discharge of traditional academic methods and active usage of interactive closely related to students teaching approaches and objectives. Therefore, for the development of communication skills and skills in presentation of the results of their work, and to increase motivation for learning - course has the following interactive activities: discussion, playing in conducting and presenting case studies.

5. Relation of the course to the other modules in the education programme

The topics that are going to be discussed during the course suggest that students have received the knowledge in following subjects during their undergraduate education: public health, medical ethics, public health economics, and sociology. They need to be aware about the organisation of the health care system and health care governance, principals of hospital work, epidemiology, to

know the basics of sociology and international medical ethics' norms and principles. The topics that are included in the course assume that our students have working experience already (min 3 year before they submitted their papers to study in clinical internship) and they have their training at the hospital every day. So we will use their opinion about flaws and mistakes of organization of work in hospitals. They should have met in their working experience different situation where skills in motivation of the personal, conflicts management skills or communication skills are needed. We will be actively involving students to share their own experience and to present the cases that all groups can discuss and work out recommendation to solve the problem based on the knowledge that they have received previously at the lecture.

6. Work formats (lectures, tutorials, self-study, with explanations)

Methods of teaching to be used: interactive lectures, case-based learning, learning games - exercises-simulations, online lectures or guest-lecturers (delivered by NaUKMA lecturers).

Interactive lectures or online lectures provided by guest-lecturers from NaUKMA are supposed to give the minimum amount of theoretical knowledge for the course participants. They will be short 10-30 min maximum, and will be based on the practical approach, with keeping the tight connection between practice and theory of management.

We have chosen case study methods as a main learning method because it will create the connection between working experience of our students and theory of management. The topics will be discussed based on the real life examples from hospital work. Students will be encouraged to share their own examples and situations, that they have experienced and how did the management react, what was made wrong and what was suppose to be provided or done in case of this case. We are planning to give students home tasks in a form – find or remember the case about this topic and work out a conclusion or recommendation according to the situation.

Learning games - exercise - simulation (for example in topic of communication) is a good way to increase the interest and level of the participation among students. They help students to try on different roles in management process, or different leadership styles and to see its advantages and disadvantages.

7. Planning group

Course is developed by:

VNMU:

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Natalia Malachkova
Oleksandr Ocheredko

NaUKMA:

Tetiana Stepurko
Anna Iushchenko
Valentyna Anufrieva
Myhailo Wynnickiy

8. Examination (what the final grade would consist of)

The knowledge received by students during the course will be assessed by the active participation in discussions during the course and will be marked by “passed” or “not passed” in student’s individual plan (“record book”).

"Passed" mark will mean:

- Attendance of lectures and classes with active participation in discussions and activities (students are allowed to be absent during 1-2 classes (80% attendance), with respectful reason; if they are absent at more the 2 days - they will have to rework their absence by preparing the literature overview of the missed topic and present in printed or written form to a lecturer); (30 % of a passed mark - 3% per day)
- discussion of cases; (20 % of a passed mark - 4% per case study)
- small group discussions; (10 % of a passed mark)
- presentation of developed by student's case study; (40% of a passed mark)

Map of teaching formats in relation to learning outcomes

Learning outcomes (to know)	Interactive lecture	Case study	Discussions	Learning games - exercises-simulations	Presentation of case study
Learning outcome 1.1	X		X		X
Learning outcome 1.2		X	X		X
Learning outcome 1.3	X		X	X	
Learning outcome 1.4		X	X		X
Learning outcome 1.5			X	X	X
Learning outcome 2.1		X	X		
Learning outcome 2.2		X	X		X
Learning outcome 2.3			X	X	
Learning outcome 2.4		X	X		X

To receive the certificate and "passed" mark students should complete 80% of activities.

Final task

Last lesson of the course will be dedicated to presentation of real cases by students. Task is to notice and assess (reflect) on managerial situations in practice in medical facility, where clinical interns work, provide recommendations, using course materials. Presentation of the case as well as active participation in discussion of cases presented by other students will be one of the component of the "passed" mark.

Criteria of the presented by student case assessment:

1. Relevance of the idea to the topics of the course.
2. Presentation (visuality, timing, structure, responding to the questions)
3. Ability to have an argued discussions, communication skills.
4. Bibliography. Usage of the reliable Ukrainian sources.

After the course students will receive certificates about completing the course of the BIHSENA project, in frames of which the course had been developed.

9. Content of the course:

1. Introduction to management. Who is this manager?
2. Leadership, competencies, styles. Leaders are made or born?
3. Motivation theories and their application in health care practice.
4. Strategy – goals, values and clients.
5. Human resources management in the health care establishments.
6. Communication in health care, communication strategy.
7. Quality of health care in medical establishment: managerial or practical part?

10. Readings

1. Background notes on leadership. The World Bank Institute Leadership Development Program. 2007.
http://siteresources.worldbank.org/INTCDRC/Resources/BackgroundNotesonLeadership_all_v5.pdf
2. Borrill, C, West, M, Shapiro, D & Rees, A 2000, 'Team working and effectiveness in health care' *British Journal of Healthcare Management*, vol 6, no. 8, pp. 364-371. <http://homepages.inf.ed.ac.uk/jeanc/DOH-glossy-brochure.pdf>
3. Communication with patients. A quick reference guide for clinicians. Association of Reproductive Health Professionals.
<http://osbha.org/files/Patient%20Communication.pdf>
4. Continuous Quality Improvement (CQI) Strategies to Optimize your practice. Health Information technology Research Center. 2013.
https://www.healthit.gov/sites/default/files/tools/nlc_continuousqualityimprovementprimer.pdf

5. Dorgan S, Layton D, Bloom N, Homkes R, Sadun R, Van Reenen J. Management in Healthcare: Why good practice really matters. LSE Research Online, 2011. http://worldmanagementsurvey.org/wp-content/images/2010/10/Management_in_Healthcare_Report_2010.pdf
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14. Quality of care : a process for making strategic choices in health. World Health Organization, 2006.
http://www.who.int/management/quality/assurance/QualityCare_B.Def.pdf?ua=1
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<http://publications.lib.chalmers.se/records/fulltext/166932.pdf>
16. Ruiz L.S., Rojo B.B., Simon R.M. Process management in health care. Sant Camil hospital case study.
https://www.ehu.eus/documents/2069587/2114611/20_2.pdf
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<http://www.altfutures.org/pubs/health/Picker%20Final%20Report%20May%2014%202004.pdf>
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21. Взлет и падение системы Мотивация 2.0 Фрагмент книги: Д. Пинк "Драйв. Что на самом деле нас мотивирует"
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<http://www.management.com.ua/tend/tend672.html>
23. Коды Адизеса : азбука лидерства и формирования успеха. <http://www.isra-trainings.com/articles/coaching/adizes.html>
24. Менеджерами не рождаются. Непростые уроки достижения реальных результатов. Денни Стригл, Фрэнк Свайтек.
<http://www.management.com.ua/hrm/hrm288.html>
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29. Откуда берется мотивация? Фрагмент книги: Дж. Колвин "Талант ни при чем! Что на самом деле отличает выдающихся людей?" <http://www.management.com.ua/hrm/hrm191.html>
30. Переосмысление системы здравоохранения : как создать конкуренцию, основанную на ценности и ориентированную на результат / Майкл Портер, Элизабет Ольмстер Тайсберг. - Киев : Издательство Алексея Капусты, 2007. - 599 с.
31. Понимание целей. Делать то, что правильно, а не то, что хорошо для карьеры. Фрагмент из книги: Г. Бехар "Дело не в кофе. Корпоративная культура Starbucks" <http://www.management.com.ua/hrm/hrm211.html>
32. Реінжинірінг бізнес-процесів — необхідність в умовах динамічного ринку "Управление компанией" (до 2002 года — "Рынок капитала") (№1-2, січень 1999 р.) <http://www.management.com.ua/bpr/bpr001.html>

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11. Specification of content (detail descriptions of units/tasks – topic, problems, descriptions etc).

DAY 1

Introduction to management. Who is this manager?

- Management – how does it work and what is it in health care;
- Basics of the health care management;
- Where does doctor need knowledge in management?
- who is manager, main tasks and goals of manager.

30 min of introduction of the course and introducing each others

5 min Watching video - what is management

https://www.youtube.com/watch?v=_OBqwhYLEJo

30 min - discussion of the role of management in effective work of the health care facility. Is there a difference between management and leadership?

5 min break

30 min - Lecture - What is management. Basics of management. Who is manager? Who is leader?

Last **20 min** of the class students will complete a **Multifactor leadership questionnaire**, the result will be discussed next day.

Readings:

- Менеджерами не рождаются. Непростые уроки достижения реальных результатов. Денни Стригл, Фрэнк Свайтек.
<http://www.management.com.ua/hrm/hrm288.html>
- Василишина Т. 10 главных ошибок менеджера. "HRMagazine" (№1, 2013)
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- West E: Management matters: the link between hospital organisation and quality of patient care. Qual Health Care. 2001, 10 (1): 40-48. https://www.ihf-fih.org/resources/pdf/Management_matters-The_link_between_hospital_organisation_and_quality_of_patient_care.pdf
- Переосмысление системы здравоохранения : как создать конкуренцию, основанную на ценности и ориентированную на результат / Майкл Портер, Элизабет Ольмстер Тайсберг. - Киев : Издательство Алексея Капусты, 2007. - 599 с. С. 119-133
- Менеджмент в охороні здоров'я [Текст] ; Структура та поведінка організацій охорони здоров'я / пер. Л. Тарануха ; уклад. С. М. Шортел, А. Д. Калюжний ; . - К. : Основи, 1998. - 556 с. С. 19-86
- Коды Адизеса : азбука лидерства и формирования успеха. <http://www.isra-trainings.com/articles/coaching/adizes.html>

DAY 2

Leadership, competencies, styles. Can you become a leader, or you should only be born as a leader?

- Leadership, Types of leadership
- Advantages and disadvantages of different styles is leadership.
- Management styles. Types of the power.
- Manager vs leader.
- How to become a leader?

30 min - Who are you - transactional, transformational or passive leader? - assessing the results of the – Multifactor leadership questionnaire and discussion. Students will be asked if they are willing to tell the group their results and group can discussed what characteristics should be developed to be a stronger transformational leader.

20 min discussion - What features does leader/manager need. Manager vs Leader.

5 min break

20 min [video](#) “10 leadership theories in 5 minutes” and discussion

45 min – case study. The main learning objectives of this case study is to learn how strong leadership is important in successful management of the health care organization.

Case on leadership.

In the therapeutic department of Vinnytsya City Hospital 5 doctors and the head of the department work together in a team. . At the beginning of 2016 at a department meeting it was offered to put together and apply for participation in the international project for a grant to equip the department with computers and switch from paper forms of documentation to electronic. The head office of Nikolai, a physician with 30 years of experience refused the offer. But the doctor Vasil, who has worked for 3 years supported the initiative. He received the consent from most of his colleagues (with the exception of the head of department). He made a presentation and addressed the administration of the institution. The administration of the hospital supported the initiative of the doctor and gave him the permission to file the grant application.

Main Questions:

- *What happens here?*
- *What should dr Vasil do?*
- *What processes do you see concerning management?*
- *What processes do you see concerning leadership?*

Additional Questions:

- *Leadership - what is it? Responsibility?*
- *Does leader necessarily has to have an experience in management?*
- *What is leadership?*
- *What leadership qualities demonstrated doctor Vasil in this case?*

Case on leadership.

It is planned to open a private maternity home in Vinnytsya, as a part of the network "Happy and Born." The Supervisory Board of the international organization, which invests in the development of private medical institutions in Ukraine, is looking for the director of the clinic.

The Corporation "Happy and Born" is known and successful by their high quality services for patients, patient-oriented structure of the institution, high demands for the staff, corporative ethics, culture and behavior in the organization.

Basic requirements for the candidate for the director position include:

- *Leadership features;*
- *Medical education;*
- *Experience in management positions in public or private institutions.*

Main questions:

- *What kind of a candidate are they looking for?*
- *What kind of features are important?*

- *What would you be looking for in the candidate if you were recruiting for this position?*

Additional questions:

- *Why leadership features of the candidate is a priority for the further successful functioning of the health institution?*
- *What leadership features does leader should have?*
- *What style of leadership should use the head of a successful institution? A medical center? (Is there a principle difference?)*

Readings:

- Переосмысление системы здравоохранения : как создать конкуренцию, основанную на ценности и ориентированную на результат / Майкл Портер, Элизабет Ольмстер Тайсберг. - Киев : Издательство Алексея Капусты, 2007. - 599 с. С. 173-183, 251-272
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- Тулган Б. Почему менеджеры не занимаются менеджментом. Фрагмент книги: Быть начальником - это нормально.
<http://www.management.com.ua/hrm/hrm301.html>
- Керівник-лідер чи керівник-менеджер?
<http://www.management.com.ua/tend/tend672.html>
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DAY 3 and 4

Motivation theories and their application in health care practice.

- Motivation of the medical personnel.
- Main theories and practical application in the hospital.
- Self motivation.
- Motivation of the health services consumers
- Decision making and the role of motivation (with a focus on the ‘treating patient’)

Day 3

20 min – pre-discussion: what do you know about motivation? Why is it important? What does motivate you in your work?

30 min - Discussion about how health care staff is motivated in the hospitals?

5 min- break

20 min - watching video about how does motivation work?

<https://www.youtube.com/watch?v=u6XAPnuFjJc>

The Surprising Truth About What Motivates Us

<https://www.youtube.com/watch?v=aUWGHTiKr8Y>

40 min – Lecture – modern theories of motivation.

?

Day 4

60 min – Discussion - How motivation theories could be applied in communication with patients? with colleagues? for self motivation?

5 min- break

60 min - Case study, work in small groups and discussion.

Motivation theories case.

Anatolij Petrovich Semenchuk has worked for a year in the Koziatyn Central District Hospital, where he was invited to work after hospital in Pogrebischenskij district was reorganized into rehabilitation clinic.

Earlier, Anatolij Petrovich worked as head of the surgical department, and generally has 15 years of working experience. He has received the highest medical category. Under his supervision there were 2 doctors and 8 nurses in the department. Department had 30 beds. Qualitative and quantitative indicators of the hospital work according to the annual report were satisfactory. Doctor Semenchuk was doing his job efficiently and effectively managed the department, had a good performance of surgical activity with low level of occurrences of the postoperative complications. He had his own house, household. Children of Anatolij Petrovich - two boys - go to the last class of the school, planning to enter a university in Vinnitsa.

When hiring, he signed the job description and head of the department congratulated him shaking hands and said: "Welcome to our team. You have worked as a head of the department not for one year so you know everything by yourself".

Head of the department Opanas Ivanovich, who invited Anatolij Petrovich to work in the department, five minutes ago, asked him to come in for a talk, because the doctor Semenchuk's performance over the last year is rather low compared to other peers (even with less experience and younger). Opanas Ivanovich had a choice - whether to dismiss Anatolij Petrovich, or give him a second chance.

Main questions:

Why did the quality of Anatoly Petrovich's work get worse?

Is it necessary to fire him?

Do you see errors in the behavior of the head physician? If so, then indicate them?

Additional questions:

What theory of motivation is better to apply in this case for Anatoly Petrovich?

Readings:

- Переосмысление системы здравоохранения : как создать конкуренцию, основанную на ценности и ориентированную на результат / Майкл Портер, Элизабет Ольмстер Тайсберг. - Киев : Издательство Алексея Капусты, 2007. - 599 с. С. 104-110, 173-183
- Менеджмент в охороні здоров'я [Текст] ; Структура та поведінка організацій охорони здоров'я / пер. Л. Тарануха ; уклад. С. М. Шортел, А. Д. Калюжний ; . - К. : Основи, 1998. - 556 с. С. 89-126
- Откуда берется мотивация? Фрагмент книги: Дж. Колвин "Талант ни при чем! Что на самом деле отличает выдающихся людей?" <http://www.management.com.ua/hrm/hrm191.html>
- Взлет и падение системы Мотивация 2.0 Фрагмент книги: Д. Пинк "Драйв. Что на самом деле нас мотивирует" <http://www.management.com.ua/hrm/hrm260.html>
- Фурнам А. Мотивация внутренняя и внешняя <http://www.management.com.ua/hrm/hrm249.html>
- Ньюстром Д. Мотивация сотрудников: модель справедливости <http://www.management.com.ua/hrm/hrm243.html>

DAY 5

Goals – goals of organization, individual goals, strategy, values and organizational culture

- Setting goals, mission and vision of the organization - as a first step to success and efficiency
- Goals - organizational and individual (of the employees).
- The strategy of development
- Values of the organization
- The values of the organization and customers.

10 min. Introduction [video](#) and warm up discussion. “What is your destination point?”

25 min. Discussion in small groups: “Is it necessary to have goals? How goals (organizational, personal – of doctor or patient) can impact outcomes and outputs?” (Literature)

10 min. Goals setting training.

5 min brake

35 min Lecture: “Clients and values, together with goals are the basis of your strategy”

25 min. Discussion of the case.

Readings:

- Переосмысление системы здравоохранения : как создать конкуренцию, основанную на ценности и ориентированную на результат / Майкл Портер, Элизабет Ольмстер Тайсберг. - Киев : Издательство Алексея Капусты, 2007. - 599 с. С. 119-284
- Менеджмент в охороні здоров'я [Текст] ; Структура та поведінка організацій охорони здоров'я / пер. Л. Тарануха ; уклад. С. М. Шортел, А. Д. Калюжний ; . - К. : Основи, 1998. - 556 с. С. 467-540
- Harrison J. P. Essentials of Strategic Planning in Healthcare. Health Administration Press, 2010
https://www.ache.org/pdf/secure/gifts/Harrison_Chapter5.pdf
- Mitchell P, Wynia M, Golden R, McNellis B, Okun S, Webb CE, et al. Core Principles and Values of Effective Team-Based Health Care Discussion Paper. Washington, DC: Institute of Medicine; 2012.
<https://www.nationalahec.org/pdfs/VSRT-Team-Based-Care-Principles-Values.pdf>
- Borrill, C, West, M, Shapiro, D & Rees, A 2000, 'Team working and effectiveness in health care' *British Journal of Healthcare Management*, vol 6, no. 8, pp. 364-371. <http://homepages.inf.ed.ac.uk/jeanc/DOH-glossy-brochure.pdf>
- Понимание целей. Делать то, что правильно, а не то, что хорошо для карьеры. Фрагмент из книги: Г. Бехар "Дело не в кофе. Корпоративная культура Starbucks" <http://www.management.com.ua/hrm/hrm211.html>
- Методика оценки персонала, ориентированной на результат: руководители. <http://www.management.com.ua/hrm/hrm004.html>

Day 6

Human resources management in the health care establishment

- Basic Human Resources Management elements.
- Search and recruitment.
- Introduction to the position and adaptation, training and development.

- Corporate culture.
- Corporate Code.
- The use of motivational theories in human resource management.

20 min. Introduction to the topic and discussion.

How to implement theories of leadership and motivation into the work of a manager?

30 min

Lecture: "Organizational culture, as an element of human resources management".

5 min brake

20 min.

Teamwork [video](#)

To be chosen among:

<https://www.youtube.com/watch?v=ftPOy4yUGMQ>

<https://www.youtube.com/watch?v=DI4zp7yeuMU>

<https://www.youtube.com/watch?v=FGEVL19AaGA>

10 min. Discussion. Why teamwork is important for the success and achievement of goals?

30 min. Case.

Readings:

1. Дашкова, Е. С. (2014). Особенности корпоративной культуры в организациях системы здравоохранения. *Вестник ВГУ. Серия: экономика и управление*, (1), 68-72
<http://www.vestnik.vsu.ru/pdf/econ/2014/01/2014-01-11.pdf>
2. Сибурин, Т. А., & Атнаева, Л. Ж. (2014). Повышение эффективности управления здравоохранением на основе использования современных персонал-технологий. *Кремлевская медицина. Клинический вестник*, (1), 25-28. <http://xn----7sbbfmcad2aandkngulbx6h8h.xn--plai/index.php/km/article/download/559/552>
3. Kabene, S. M., Orchard, C., Howard, J. M., Soriano, M. A., & Leduc, R. (2006). The importance of human resources management in health care: a global context. *Human resources for health*, 4(1), 20. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1552082/pdf/1478-4491-4-20.pdf>

DAY 7

Communication in health care, communication strategy.

- Comprehensiveness of doctor's communication competences.
- Interpersonal communication between doctors.

- Medicine, focused on patient.
- Communication with patients and their relatives.
- Communications Strategy

10 min Pre-discussion. why communication is important for the doctor? For management?

40 min Watching [video](#) TEDxMaastricht - Bas Bloem - "From God to Guide".
Discussion about problems in communication between doctors and patients in Ukraine and how does it affect results of treatment. How to solve them?

5 min brake

30 min lecture – Tools and approaches of effective communication

35 min Practical training.

Readings:

- Менеджмент в охороні здоров'я [Текст] ; Структура та поведінка організацій охорони здоров'я / пер. Л. Тарануха ; уклад. С. М. Шортел, А. Д. Калюжний ; . - К. : Основи, 1998. - 556 с. С. 263-284
- The Institute for Alternative Futures on behalf of The Picker Institute. Patient-Centered Care 2015: Scenarios, Vision, Goals & Next Steps. Camden, ME: The Picker Institute; July 2004. <http://www.altfutures.org/pubs/health/Picker%20Final%20Report%20May%2014%202004.pdf>
- Эффективная коммуникация: пособие для слушателей (2015 г.), ВОЗ. <http://apps.who.int/iris/bitstream/10665/249241/2/9789246509461-rus.pdf>
- Ong LML, de Haes JC, Hoos AM, et al. Doctor-patient communication: a review of the literature. Soc Sci Med. 1995;40(7):903–918. <http://tusk.tufts.edu/auth/pdf/529179.pdf>
- Communication with patients. A quick reference guide for clinicians. Association of Reproductive Health Professionals. <http://osbha.org/files/Patient%20Communication.pdf>
- Основы коммуникативных навыков для специалистов паллиативной помощи детям. Москва, 2016. <http://www.rcpcf.ru/wp-content/uploads/2016/07/Osnovi-kommunikativnih-navikov.pdf>

Day 8

Approaches and methods of health care quality management in medical facility.

- Quality management, it's basic principles;
- Standard ISO 9001 as a basic regulation document for assuring quality of services provided in the health care organization;
- Planning, monitoring and control of the health care services' quality. Internal audit, its purpose and audit cycle.

- Conflict management in health care facility.

50 min - Introduction lecture and discussion. What is quality management in health care? How to achieve the best practices?

30 min - Discussion. Complains in every day doctor's work. Have patient ever complain on your work or work of your colleague? How was the conflict managed? how to use complaints for the improvement quality of health care in the establishment?

40 min - Case studies and discussion.

Readings:

- Менеджмент в охороні здоров'я [Текст] ; Структура та поведінка організацій охорони здоров'я / пер. Л. Тарануха ; уклад. С. М. Шортел, А. Д. Калюжний ; . - К. : Основи, 1998. - 556 с. С. 159-187;
- Quality improvement. U.S. Department of Health and Human Services Health Resources and Services Administration. April, 2011.
<https://www.hrsa.gov/quality/toolbox/508pdfs/qualityimprovement.pdf>
- James BC. Quality Management for Health Care Delivery. Chicago: Hospital Research and Educational Trust; 1989.
<https://www.ghdonline.org/uploads/QMMP.pdf>
- Continuous Quality Improvement (CQI) Strategies to Optimize your practice. Health Information technology Research Center. 2013.
https://www.healthit.gov/sites/default/files/tools/nlc_continuousqualityimprovementprimer.pdf
- Quality of care : a process for making strategic choices in health. World Health Organization, 2006.
http://www.who.int/management/quality/assurance/QualityCare_B.Def.pdf?ua=1
- Guidance in developing quality and safety strategies with a health system approach. World Health Organization, 2008.
http://www.euro.who.int/__data/assets/pdf_file/0011/96473/E91317.pdf?ua=1

DAY 9

Presentation and group discussion of case studies

Presentation of case studies and general discussion.

120 min– presentation of cases. Students will have a chance to present cases from their medical establishment based on their own experience and what solution do they suggest in this particular case. **The presentation will be followed by general discussions, where all students will have chance to participate.**

Duration of presentation for each student will depend on number of students in a group, approximately 2-3 minutes for a presentation and 10 min for discussion).

DAY 10

Presentation and group discussion of case studies

Presentation of case studies and general discussion.

80 min– presentation of cases. Rest of students will present cases from their medical establishment based on their own experience and what solution do they suggest in this particular case.

20 min - General discussion and conclusion about the course, record book signing, certificates presentation.

20 min – feedback from students.