

**The Ohio State University College of Public Health**  
**PUBHHMP 7622: Health Services Financial Decision-Making**  
**Course Syllabus**  
**Autumn 2025**

**Course Information**

- **Course times:** Tuesday and Thursday, 8:00 am - 9:20 am
- **Course location:** Cunz Hall - 160
- **Credit hours:** 3
- **Mode of delivery:** In Person

**Instructor**

- **Name:** Hillary M. Kummer, MHA, FACHE
- **Email:** [Kummer.10@osu.edu](mailto:Kummer.10@osu.edu)
- **Cell:** 937-750-4021
- **Office hours:** Tuesdays (12:00p – 1:00p; Zoom) or by appointment
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in Carmen. Please check your notification preferences ([go.osu.edu/canvas-notifications](http://go.osu.edu/canvas-notifications)) to be sure you receive these messages.

**Course Prerequisites**

Successful completion of the Finance II course (PUBHHMP 7621).

**Course Description**

This course uses a case study approach to challenge you to apply your financial knowledge and decision-making ability for the business of health care. You are expected to perform research and analysis, apply your knowledge and experience, identify best practices, and use financial tools in evaluating and making management decisions for health care organizations. You are expected to perform as a member of a team that acts as an executive management team to define the issues and challenges, prepare analyses, perform research, develop strategies and tactics, and make decisions for your recommended action plan through written executive summaries and in-class presentations. Cases studied in this course will include financial planning & analysis, managerial accounting & financial controls, and decision support analysis and valuation.



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## Learning Outcomes

The objectives for this course are listed below. This course is designed to support students' achievement of specified MHA competencies which are summarized in the following table. Upon successful completion of this course, you should be able to:

Course Objective	MHA Competency
Understand fundamental financial management concepts and analytical techniques.	8, 19, 22, 24, 25
Determine the appropriate concepts and techniques to apply to particular complex healthcare financial, operational, and management issues.	8, 18, 19, 22, 24, 25
Perform financial and operational analysis providing decisions with an action plan and supporting rationale.	8, 18, 19, 22, 24, 25
Work collaboratively as part of a team with each individual making an equitable contribution.	17, 20, 21
Create concise and effective written reports and oral communication presentations that highlight the issues, analysis and a recommended strategy and plan of action.	17, 20, 21
Present a recommended plan of action with supporting analysis.	17, 18, 19, 20, 21, 22, 25
Apply ethical analysis to business decisions for financial and operating of healthcare organizations.	18, 19, 25

## MHA Program Competency Development and Assessment

The MHA curriculum has been developed to support students' success of [MHA Program Competencies](#) over the two-year curriculum, with each course designed to focus on a designated subset of competencies. Within each course, faculty will design assignments to support students' development of specified competencies, formally assess students' progress towards their achievement at the target level for the course (basic, intermediate, advanced), and provide feedback to students as to whether a competency has been "met" or "needs work" by the end of the course. Please note, while there is often a relationship between competency achievement and overall course grade, the purpose of the competency assessment is to provide students with feedback that can be used for future development and growth.



The table below summarizes the competencies that will be developed in this course, and the activities/assignments that support students to develop this competency. Assignments in this course will be used to assess each student's achievement of the competencies. To meet a competency, a student must earn at least 90% on the average of assignments used to measure the competency.

Competency	Level*	Assignments
<b>MHA 8. Financial Management.</b> Explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.	A	Case Study Assignment & Presentations; Individual Case Assignment
<b>MHA 17. Collaboration and Working in Teams.</b> Work cooperatively with others, create, participate on, and lead teams, including inter-professional.	A	Team Participation Feedback
<b>MHA 18. Personal and Professional Ethics.</b> Apply ethical principles, social and professional values to analyze managerial, organizational and policy situations; demonstrate professional value and ethics.	I	Case Study Assignment & Presentations; Individual Case Assignment
<b>MHA 19. Critical Thinking.</b> Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and beyond the health care system.	A	Case Study Assignment & Presentations; Individual Case Assignment
<b>MHA 20. Written Communication.</b> Write in a clear, logical manner and prepare effective business communications.	A	Group Executive Summaries & Individual Case Executive Summary
<b>MHA 21. Verbal Communication.</b> Demonstrate effective oral communication and presentation skills.	A	Group Project (Individual feedback) – see appendix C
<b>MHA 22. Quantitative Skills.</b> Analyze data and interpret quantitative information for organization decision making.	I	Case Study Assignment & Presentations; Individual Case Assignment
<b>MHA 24. Performance Measurement.</b> Identify and use data within organizations to improve performance.	I	Case Study Assignment & Presentations; Individual Case Assignment
<b>MHA 25. Problem-Solving &amp; Decision-Making.</b> Use multiple methods and sources to seek comprehensive information, generate creative new solutions – or adapt previous solutions – and apply structured decision-making techniques and tools to address health care questions.	A	Case Study Assignment & Presentations; Individual Case Assignment

\*B- basic skills, encompassing knowledge and comprehension of subject matter; I- intermediate skills, encompassing application to analyze a problem;

A= advanced skills, encompassing ability to evaluate, judge, and synthesize information.



## How This Course Works

- The class uses a case study approach focusing on the topics listed above with lectures and discussions led by the instructor or guest lecturer. Lectures are designed to engage students and promote broader participation in class discussion. Participation in class discussion is a great stimulant for learning. **Most content and data discussed in class is being provided directly from an active organization. Please note that this information is confidential and should not be distributed/shared with others outside of this course. By accessing the slides and other course material, you acknowledge the confidential nature.**
- For each case, a pre-selected team(s) will present their approach and recommended action plan to the class. The non-presenting students will act as senior executives or board members in understanding and challenging the presenting team. It is expected that an active discussion of each case will be accomplished involving all members of the class. The learning methods used in the course are:
  - Lectures and discussions led by the instructor or guest lecturer
  - Individual reading, study, research, analysis, preparation, and class participation
  - Team planning, case analysis and preparation, summary paper preparation, class discussions and presentations
  - Peer discussions and learnings
- Each team will make **two** presentations to the class. Each team will also prepare a PowerPoint and write an associated executive summary for the remaining case studies.
- Additionally, there will be **one** individual case prepared by each student, **one** senior executive guest lecture and **one** negotiation with associated reflection papers. Your course grade is based upon your analysis and class participation for all the modules covered in the class.
- **Credit hours and work expectations:** This is a 3-credit-hour course. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content and Carmen activities) in addition to 6 hours of homework/active learning activities (e.g., reading and assignment preparation) to receive a grade of (C) average.



## Grading and Faculty Response

Each student will be graded on the basis of his/her performance in the following areas:

Team prepared case papers, presentation materials, and presentations made to the class (2)	30%
Team prepared case summaries (10)	30%
Individual case summary	20%
Individual class participation (emphasis on content /demonstrated knowledge)	15%
Reflection Papers	5%

Final course grades are based on a weighted average of the components listed above, using the scale shown below. Additionally, the following descriptive statements for each grade are guidelines for the assignment of letter grades to graduate students. The instructor reserves the right to adjust the grading scale if it appears necessary due to overall class performance. These adjustments will only raise a student's grade, not lower it.

### Grading Scale

93–100: A	Outstanding work that reflects mastery of the material, and the ability to apply it critically and creatively
90–92.9: A-	Excellent work that reflects mastery of the material
87–89.9: B+	Good work that reflects mastery of most of the material
83–86.9: B	Good work that reflects mastery of some of the material
80–82.9: B-	Good work that reflects mastery of a few aspects of the material
77–79.9: C+	Mediocre work that reflects familiarity with, but not mastery of the material
73–76.9: C	Mediocre work that reflects familiarity with most of the material
70–72.9: C-	Mediocre work that reflects some familiarity with the material
67–69.9: D+	Mediocre work that reflects little familiarity with the material
60–66.9: D	Mediocre work that reflects little familiarity with the material
Below 60: E	Mediocre work that reflects little familiarity with the material



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## Description of Major Course Assignments

### Case Studies (60% of grade):

- Each team will present two case studies to the class and instructor based on the course schedule (30% of grade). The presenting team will prepare a PowerPoint presentation outlining the issues, criteria for decision making, recommended action plans with supporting information and justification, and present to the class. Case studies will be posted to Carmen at least one week before the presentation dates. A copy of the PowerPoint presentation and supporting spreadsheets (where applicable) will be due at 11:59 pm the evening before the scheduled presentation date. All teams will submit their documents via Carmen.
- Non-presenting students are expected to prepare a 5 slide PowerPoint presentation (excluding appendix slides), a single page executive summary overviewing their analysis and recommendations with limited supporting detail, and supporting spreadsheets, where applicable (30% of grade). The single page executive summary should be written in the format of a memo/email to a busy senior executive. Also, the non-presenting students are expected to question, critique, discuss, challenge, and present alternative approaches to the presenting team and their recommended approach and action plan. Discussions are an important component of the course and case study approach. Each team's PowerPoint, executive summary and supporting spreadsheets will be due in Carmen by 8:00 am on the scheduled date.

### Individual Case Paper (20% of grade):

- Each student is expected to prepare one individual case paper (**4 pages max**). Due date for the individual case is shown on the course schedule.

### Reflection Papers (5% of grade):

- The date for the in-class negotiation is shown on the course schedule. Each team will prepare for an in-class negotiation based on a case study provided (distribution date outlined on the course schedule). Each student is expected to participate in the negotiation and prepare an individual executive summary (**1 page max**). All students will submit their documents via Carmen by the due date outlined on the course schedule.
- There will be one in-class senior executive guest lecture that will allow students to understand the importance of finance through an operational lens. The date for the guest lecture is shown on the course schedule. Each student is expected to prepare an individual executive summary (**1 page max**) post-discussion. All students will submit their documents via Carmen by the due date outlined on the course schedule.

### Class Preparation & Participation (15% of grade):

- Participating in class positively affects students learning in the following ways:
  - Prepares students for executive presence required post-graduation
  - Helps students retain and remember information
  - Confirms what they have already learned
  - Deepens their understanding of concepts
- Due to the importance of class participation in student learning, this course relies heavily on students' active participation. More specifically, this class is a community of learners, which means that we will depend on each other to create and maintain a positive learning environment, conducive to everyone's learning and growing. A positive learning community includes students who:
  - Are engaged
  - Are actively listening
  - Are prepared
  - Exhibit behavior supportive of a positive learning community
- Furthermore, a positive learning environment includes an instructor who is:



- Prepared for class lectures
- Respectful of students' contributions to class
- Engaging students and eliciting student cooperation
- Appropriately addressing issues that may compromise the development or maintenance of a positive learning environment
- There may be different perceptions of what is a positive learning environment. If something someone is doing (instructor, classmate), is interfering with your ability to learn, please let the instructor know. It is the instructor's intention to ensure this classroom is a safe place for all to learn.
- Preparation & participation grades will be evaluated by the following:
  - Attendance (1/3)
  - Class Participation (1/3) – See Appendix A
  - Team Participation (1/3) – See Appendix B

## Course Principles & Expectations

This is a demanding, analytical, health care finance, and management decision-making class. It is essential that you study the materials, attend the lectures, read supplemental materials, perform research, and spend considerable time preparing the cases. For your success and learning in the class, you need to devote appropriate time for the cases, any research, paper preparation/presentation, team participation, and class attendance.

You are expected to spend a minimum of 8-10 hours a week outside of the class meeting time on materials related to this course. **Both the work required and the pace of the course can be challenging.** Readings from the text are assigned each week and may be accompanied by articles from professional journals and periodicals, industry reports and working papers, and other limited-distribution or unpublished material. All supplemental reading material will be posted on Carmen, with appropriate prior notice.

It is expected that you manage the workload of this course in a professional manner, coming to class prepared, contributing to class discussion, and demonstrating a commitment to learning and personal development.

- **Cases:** Cases will be used during the course to evaluate the real-world application of the topics covered. Due to the real-world nature of these cases, information provided may be vague and therefore require additional research and/or development of appropriate assumptions if explicit information is not available. Case turnaround times are intentionally quick, which requires you to prioritize and focus on the most important components of the deliverable.
- **Attendance:** Research shows regular participation is one of the highest predictors of success. Student attendance is expected for all classes due to the intense and accelerated format of the class. If, for some reason, events preclude you from being able to attend a class, you should notify the instructor ***ahead of time***. Students are allowed two excused absences before an impact to the course grade.
- **Late Assignments:** Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Delays in submission of assignments due to unforeseen events will be treated on a case-by-case basis and may require documentation for any extenuating circumstances.



- **Instructor Feedback and Response Time:** If you have a question, please contact me first through my **Ohio State** email address. I will reply to emails within 48 hours on days when class is in session at the university. I have provided my cell phone for emergencies only. If an email is sent the night before an exam or assignment due date, I may not be able to respond before the assignment is due.
  - **Class announcements:** I will send all important class-wide messages through the Announcements tool in Carmen. Please check your notification preferences ([go.osu.edu/canvas-notifications](http://go.osu.edu/canvas-notifications)) to ensure you receive these messages.
  - **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within seven days. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.
  - **Office Hours:** Office hours outlined above will provide students with the opportunity to get clarification on assignments, seek additional help and ensure they are prepared to submit assignments.
- **Discussion and Communication Guidelines:** The following are the expectations for how communication should be handled in the class. Above all, please remember to be respectful and thoughtful.
  - **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
  - **Tone and civility:** Please maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Guidance will be provided for discussions on controversial or personal topics.
  - **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Electronic Devices in Class:** In this graduate-level course, it is the expectation that all students use professional judgement at the use of cell phones while in the classroom. It is understood that emergencies may arise in which cell phone use may be necessary, but it should not be the norm. Laptops should be brought to each class for class-use only.



## Required Materials and Technologies

### Required Course Text:

- Cleverley, William O, James O Cleverley, and Ashley V. Parks. Essentials of Health Care Finance. 9th ed., Burlington, Ma, Jones & Bartlett Learning, 2025. (ISBN 9781284203783)
- Cases in Healthcare Finance; George H. Pink and Paula H. Song; Seventh Edition (ISBN 9781640553170)
- Additionally, we will reference the Louis C. Gapenski Healthcare Finance: An Introduction to Accounting and Financial Management, Seventh edition, Health Administration Press, 2021 that was used in PUBHHMP 7621. (ISBN 9781640551886). **These readings are not required but only to provide additional information if needed.**
- Earlier editions are not supported as they can differ significantly from the current edition.

### Other Materials:

- Harvard Business School Coursepack (<https://hbsp.harvard.edu/import/1325906>)
- Additional case studies, readings, lecture notes, and illustrations will be posted on Carmen. All of these other materials are considered an integral part of the course.

### Required Equipment:

- **Computer:** You will need a computer with Microsoft excel. Microsoft excel will be used during case assignments.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication.
- If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](http://go.osu.edu/student-tech-access).

### Carmen Website:

- All course materials (apart from the text, and unless otherwise indicated in class) will be available on Carmen. Be sure to check the website frequently for new postings. Most case assignments will be posted one week before case papers and presentations are due.

### Additional Resources:

- Students may need additional help outside of the class learning the material and working through problems. You are encouraged to schedule office hours if additional assistance is needed.
- For help with your password, university email, Carmen, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.
  - Self Service and Chat: [go.osu.edu/it](http://go.osu.edu/it)
  - Phone: 614-688-4357 (HELP)
  - Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)



## Other Important Policies & Information

### Ohio State's Academic Integrity Policy

- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this class.
- The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so it is recommended that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.
- If the instructor suspects that a student has committed academic misconduct in this course, they are obligated by university rules to report suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor.
- Other sources of information on academic misconduct (integrity) to which you can refer include:
  - Committee on Academic Misconduct (<https://oaa.osu.edu/academic-integrity-and-misconduct>)
  - Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
  - Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

### Copyright for Instructional Materials

- This syllabus and all course materials (e.g., homework assignments, solution keys, cases, etc.) are under copyright by the instructor and cannot be posted elsewhere without written permission.

### Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

- The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.
- To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:
  - Online reporting form at [equity.osu.edu](http://equity.osu.edu),
  - Call 614-247-5838 or TTY 614-688-8605,
  - Or email [equity@osu.edu](mailto:equity@osu.edu)



- The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action.
- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately. The following employees have an obligation to report all other forms of sexual misconduct as soon as practical but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

### **Your Mental Health**

- As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

### **Religious Beliefs or Practices Accommodations**

- Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.
- With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.
- A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.
- If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report



discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

#### **Weather or Other Short-Term Closing**

- Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Carmen.

#### **Food Security (<https://www.buckeyefoodalliance.org/>, 614-688-2508)**

- The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

#### **Office of Student Life: Disability Services**

- The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.
- If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](mailto:slds.osu.edu).

#### **Artificial Intelligence and Academic Integrity**

- There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.
- All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. To maintain a culture of integrity and respect, these generative AI tools **should not** be used in the completion of course assignments.

#### **Grievances and Solving Problems**

- A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.



**Intellectual Diversity**

- Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.



**HEALTH SERVICES FINANCIAL DECISION MAKING**  
**PUBHHMP 7622 - Autumn 2025**  
**CLASS SCHEDULE**  
**Description of Dates for Lecture and Discussions / Assignments**

Week	Date	Subject	Readings	Lecturer	Team
1	Tuesday, August 26	Course Outline, Approach, & Introductions		Hillary Kummer	
1	Thursday, August 28	<b>Module 1 Lecture: Cost &amp; Product Costing</b>	Cleverley Chapters 14 & 15	Hillary Kummer	
2	Tuesday, September 2	<b>Telling the Finance Story</b>		Hillary Kummer	
2	Thursday, September 4	<b>Module 1 Case Presentations</b> <b>Team Contract Due</b>			<b>Team A</b> <i>Eval: Team G</i>
3	Tuesday, September 9	<b>Module 2 Lecture: Revenue Determination &amp; Pricing</b>	Cleverley Chapters 2 & 6	Hillary Kummer	
3	Thursday, September 11	<b>Module 2 Guest Lecture: Revenue Determination &amp; Pricing</b> <b>Individual Reflection #1 Due</b>		Jamie Cleverley	
4	Tuesday, September 16	<b>Module 2 Case Presentations</b>			<b>Team B</b> <i>Eval: Team C</i>
4	Thursday, September 18	<b>Module 3 Lecture: Physician Compensation</b>  <b>Individual Case Released</b> <b>Individual Reflection #2 Due</b>	Articles (See Carmen)	Hillary Kummer	
5	Tuesday, September 23	<b>No Class – Work Day</b>			
5	Thursday, September 25	<b>Module 3 Case Presentations</b>			<b>Teams C, D, E</b> <i>Eval: Teams A, B, F</i>
6	Tuesday, September 30	<b>Executive Perspective: Finance Through an Operations Lens</b>		Jay Anderson	
6	Thursday, October 2	<b>Module 4 Guest Lecture: Supply Chain &amp; Value Analysis</b> <b>Individual Reflection #3 Due</b>	Articles (See Carmen)	Ashley Brown	
7	Tuesday, October 7	<b>Module 4 Case Presentations</b>			<b>Team F</b> <i>Eval: Team D</i>
7	Thursday, October 9	<b>Module 5 Lecture: Strategic Financial Planning</b>	Cleverley Chapter 13	Hillary Kummer	
8	Tuesday, October 14	<b>Module 5 Guest Lecture: Strategic Financial Planning</b>		Kristina Stuecher & Dr. Jason Melillo	
8	Thursday, October 16	<b>NO CLASS – FALL BREAK</b>			



Week	Date	Subject	Readings	Lecturer	Team
9	Tuesday, October 21	<b>Module 5 Guest Lecture:</b> Strategic Financial Planning		Dan Like & Ryan Haley	
9	Thursday, October 23	<b>Module 5 Case Presentations</b>			<b>Teams G, A</b> <i>Eval: Teams E, B</i>
10	Tuesday, October 28	<b>Module 6 Lecture:</b> Budget & Variance Analysis	Cleverley Chapters 16 & 17	Hillary Kummer	
10	Thursday, October 30	<b>Module 6 Guest Lecture:</b> Budget & Variance Analysis		Dennis Delisle & John Lindaman	
11	Tuesday, November 4	<b>Module 6 Case Presentations</b>			<b>Teams B, C</b> <i>Eval: Teams E, D</i>
11	Thursday, November 6	<b>Module 7 Guest Lecture:</b> Capital Project	Cleverley Chapter 19	Mike Martin	
12	Tuesday, November 11	<b>NO CLASS – VETERAN’S DAY</b>			
12	Thursday, November 13	<b>Module 7 Lecture:</b> Capital Project		Hillary Kummer	
13	Tuesday, November 18	<b>Module 7 Case Presentations</b>  <b>INDIVIDUAL CASE DUE</b>			<b>Teams D, E, F</b> <i>Eval: Teams C, G, A</i>
13	Thursday, November 20	<b>Module 8 Lecture:</b> Value-Based Care	Articles (See Carmen)	Hillary Kummer	
14	Tuesday, November 25	<b>Module 8 Guest Lecture:</b> Value Based Care		Lauren McKown	
14	Thursday, November 27	<b>NO CLASS – THANKSGIVING HOLIDAY</b>			
15	Tuesday, December 2	<b>Module 8 Case Presentations</b> <b>Individual Reflection #4 Due</b>			<b>Team G</b> <i>Eval: Team F</i>
15	Thursday, December 4	<b>Module 9: Negotiation</b> <b>Executive Summary Due 12/5 at 11:59pm</b>			
16	Tuesday, December 9	<b>Course Review (Final Class)</b>			

Please note that the specific modules could change based on availability of speakers, etc.



### Class Participation Rubric (APPENDIX A)

	4	3	2	1
<b>Level of Engagement</b>	<p>Student proactively contributes to class by the following more than 50% of attended classes:</p> <ul style="list-style-type: none"> <li>- offering ideas</li> <li>- sharing current events</li> <li>- asking questions</li> <li>- attending office hours</li> </ul>	<p>Student proactively contributes to class by the following more than 25% of attended classes:</p> <ul style="list-style-type: none"> <li>- offering ideas</li> <li>- sharing current events</li> <li>- asking questions</li> <li>- attending office hours</li> </ul>	<p>Student proactively contributes to class by the following less than 25% of attended classes:</p> <ul style="list-style-type: none"> <li>- offering ideas</li> <li>- sharing current events</li> <li>- asking questions</li> <li>- attending office hours</li> </ul>	<p>Student never contributes to class by offering ideas, sharing a current event, asking questions or attending office hours.</p>
<b>Listening Skills</b>	<p>Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others. Student never speaks when their classmates or professor is speaking.</p>	<p>Student listens when others talk, both in groups and in class. Student rarely speaks when their classmates or professor is speaking.</p>	<p>Student does not listen when others talk, both in groups and in class. Student speaks when their classmates or professor is speaking.</p>	<p>Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak. Student frequently speaks when their classmates or professor is speaking.</p>
<b>Preparation</b>	<p>Student is almost always prepared for class with assignments and required class materials.</p>	<p>Student is usually prepared for class with assignments and required class materials.</p>	<p>Student is rarely prepared for class with assignments and required class materials.</p>	<p>Student is almost never prepared for class with assignments and required class materials.</p>
<b>Exhibiting classroom behavior supportive of a positive classroom environment</b>	<p>Student always contributes to a positive learning environment (Example: is rarely late to class, surfing the web, doing other work in class, or having side conversations)</p>	<p>Student almost always contributes to a positive learning environment (Example: is almost never late to class, surfing the web, doing other work in class, having side conversations, making statements which are not conducive to a positive learning community)</p>	<p>At times, the student contributes to a positive learning environment, and occasionally displays disruptive behavior during class (Example: On occasion: late to class, surfing the web, doing other work in class, or having side conversations)</p>	<p>Student almost always displays disruptive behavior during class. (Example: On a consistent bases student does one of the following: late to class, surfing the web, doing other work in class, or having side conversations or otherwise exhibiting behavior not conducive to a positive learning environment)</p>



### Team Participation Rubric (APPENDIX B)

	5	4	3	2	1
<b>Dependable in attending group meetings</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Contributed positively to group discussions</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Helped others with their work when needed</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Willingly accepted assigned tasks</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Completed work on time or made suitable alternative arrangements</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Did work accurately and completely</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Contributed a fair share to each project</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Worked well with other group members</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Overall, was a valuable member of the team</b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree



### Individual Presentation Rubric (APPENDIX C)

	4	3	2	1
<b>Clear Verbal Delivery</b>	Projected voice so audience could clearly hear at all times; spoke clearly and understandably; highly engaging intonation; conversational delivery.	Audible to everyone in the room; generally words and sentences were clear and understandable; generally effective and engaging intonation; conversational delivery with limited reliance on notes.	Generally audible to everyone in the room; some sentences not clear or understandable; at times flat intonation; some reliance on notes or reading.	Volume too low; word and sentences not always clear or understandable; flat intonation; reliance on notes/reading; use of filler words were distracting.
<b>Professional Presentation</b>	No distracting mannerisms with effective use of space. Professionally dressed.	Few distracting mannerisms or fidgeting. Professionally dressed.	Some distracting mannerisms with too much moving. Not professionally dressed.	Fidgeted, hands in pocket, moving, or other distracting mannerisms; excessive nervousness. Not professionally dressed.
<b>Audience Engagement</b>	Engaged audience members from all sections of the room through eye contact and enthusiasm; used appropriate hand gestures throughout entire presentation without hand gestures being distracting.	Generally maintained eye contact with audience; showed interest or enthusiasm for the topic; used hand gestures at times.	At times maintained eye contact with audience; showed minimal interest or enthusiasm for the topic; used distracting hand gestures.	No eye contact with audience; excessively looked back at screen or notes; had no enthusiasm or interest for topic; distracting hand gestures.
<b>Question &amp; Answer</b>	Effectively answers even the most difficult question; able to quickly access supporting information to strengthen most answers.	Effectively answers most questions; generally able to access supporting information quickly.	Limited ability to answer questions; little and/or ineffective use of supporting information.	Did not participate in Q&A portion of the presentation.



## Group Project Rubric (APPENDIX D)

Presentation Content	Exceeded Expectations 5-4	Met Expectations 3-2	Did not meet expectations 1-0
<b>Introduction</b>	Speaker introduced topic, purpose, and self along with an effective attention-getter.	Speaker clearly introduced topic, purpose, and self/team.	Speaker and/or topic not clearly introduced; purpose of presentation unclear.
<b>Organization and Presentation of Facts</b>	Presentation tightly organized and tells a clear, logical, and compelling story; proposed strategies, grounded in insight about the environment and organization, demonstrate clear impact; Amount and level of information presented enhanced credibility.	The presentation was well-organized, with a logical flow; proposed strategies clearly articulated, tied back to the purpose, grounded in insight about environment and organization; Information presented enhanced credibility of solutions with minimal distraction.	Presentation difficult to follow; proposed strategies not clearly articulated and/or rationale unclear; presentation included either too much, irrelevant, or insufficient information. Speakers did not demonstrate a clear understanding of the topic.
<b>Creative and Workable Solutions</b>	Solutions are innovative, reflective of best thinking in the field and demonstrate excellent applicability for case organization; consideration of financial, operational and/or strategic costs and impacts is thorough and realistic.	Solutions reflect analysis of best practices/specific applicability to case organization; consideration of financial, operational and/or strategic costs and impacts is thorough, though may contain minor flaws or errors.	Rationale for solutions and/or applicability to case organization not clearly articulated; limited and/or unrealistic consideration of financial, operational and/or strategic costs and impacts.
<b>Question and Answer</b>	Effectively answers even the most difficult questions; able to quickly access supporting information to strengthen most answers.	Effectively answers most questions; effective supporting information to inform most responses.	Limited ability to answer questions; little and/or ineffective use of supporting information.
<b>Slides</b>	<b>5-4</b>	<b>3-2</b>	<b>1-0</b>
<b>Readability</b>	Slides used as an outline or for graphics; few words; animation limited; easily read by audience.	Appropriate number of words per slide; easily read by audience; animation limited to make points.	Distracting colors or animation; font too small; too many words or script of presentation.
<b>Effectiveness</b>	Slides improved presentation and did not distract audience from the speech; data and visuals enhanced impact of presentation.	Slides coordinated with speech; there was little to read that wasn't being covered by speech; effective presentation of data and use of visuals.	Slides did not coordinate with speech; difficult to read slides while listening to speaker; too much information revealed on slides.
<b>Teamwork</b>	<b>5-4</b>	<b>3-2</b>	<b>1-0</b>
<b>Teamwork</b>	All members of the team contribute equally and demonstrate expertise in topic; seamless integration/ coordination between team members.	All members of the team contribute equally and clear demonstrate working knowledge of topic	Not all members of the team contribute equally; some members knowledge of the topic appears superficial and/or inaccurate.