

PUBHHMP 7683: Operations Management and Systems Design
3 credit hours – Autumn 2025
Online, Asynchronous

Course Instructor

Debra Zevallos, DBH, MHA, FACHE

Doctor of Behavioral Health (DBH), Arizona State University 2021

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Zevalos.2@osu.edu

Instructor's Office Hours

Individual appointments by email request via Carmen.

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days. It may take up to 48 hours on weekends.
- **Discussion board:** Either the TA or the instructor will check and reply to messages in the general Q&A discussion board at least every 24 hours on school days, and every 48 hours on weekends, unless a different turnaround time (due to travel, etc.) is announced.

Graduate Teaching Assistant (GTA)

Pejmon Noghrehchi, MHM

Doctoral Candidate

College of Public Health

Division of Health Services Management & Policy

Remote location

noghrehchi.1@osu.edu

GTA Responsibilities

The GTA assigned to the course may hold office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be reviewed and assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description

This course is designed to introduce students to fundamental theories, principles, and practices for designing and managing operations. The course is structured to emphasize the unique aspects of process and system design in health care organizations and in community health systems, including processes that cross organizational boundaries and include diverse stakeholders. Students will learn tools and techniques for analyzing existing practices, designing new processes, improving performance and managing daily operations to achieve goals. Through case studies and course assignments, students will gain practice in critically analyzing real-life operating

systems and applying tools and theories to design new systems.

Prerequisites

None. Students are expected to have basic knowledge about the U.S. public health and healthcare systems.

Course Learning Objectives and Competencies

Objective	Competencies**
1. Identify and explain the primary challenges of the operations function in service organizations, including those particular to public health and health delivery service organizations.	PEP 5
2. Articulate the relationship between operations decisions and the broader organizational and environmental contexts in health systems and community health settings and consider these relationships in operations decision-making.	MPH 16 PEP 5
3. Select and develop measures to analyze operational performance in health services and public health settings.	MPH 22 PEP 5
4. Diagram a process using standard tools, critically examine stakeholder roles within the process, and analyze process flow.	PEP 5
5. Design operational processes to address the perspective of patients and other customers, both internal and external to the organization.	MPH 18, 22 PEP 5
6. Select and apply quality improvement methods to plan improvement projects.	MPH 22 PEP 5

** Note: MPH = MPH Foundational Competencies; PEP= MPH-PEP specialization

Text/Readings:

Articles and Selected Cases: Required articles, as well as selected cases, are posted on Carmen.

Harvard Business School Publishing (HBSP) cases are available for purchase (at a discount compared to non-student prices) through the HBSP website at [HBSP website](#).

Harvard Business Publishing Education is a division of [Harvard Business Publishing](#), a not-for-profit, independent corporation that is an affiliate of Harvard Business School. A curated course pack has been created for this course. **The course pack is titled *Operations Management for Health Service Organizations 2025*. It is listed with my name as instructor (Debra Zevallos) and costs \$47.90.** You will need a credit card to purchase the course pack. Following copyright laws, you must purchase your own course pack. If you have never downloaded HBSP cases, **you will need to register as a student at [HBSP student registration link](#) before purchasing the course pack.**

Operations & Quality Improvement Video Series: a collection of six YouTube video series has been curated with selected videos embedded into the assigned learning modules. Viewing of all videos is required to provide content for the Reflection Journal to be submitted in Week 14 of the course.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

The class will be taught in an online format. Course work will be performed both independently and with members of an assigned student group. Carmen Canvas (aka Carmen) will support the delivery of online content, assignments, and discussions. A variety of approaches will be used to enhance student learning, including instructor recorded lectures, videos, case analyses, brief assignments, online discussions, and group activities as part of course assignments.

- **Mode of delivery:** This course is 100% online using an asynchronous delivery mode. This online course is created in such a way that you have flexibility as well as structure. This format puts more responsibility on students to effectively manage time and learning. While the course delivery is asynchronous, I am available for synchronous meetings with you (in-person or via Zoom/phone). ***You are expected to meet synchronously with your group members (via Zoom or other online options, possibly in-person) to complete some course assignments***
- **Pace of online activities:** This course is divided into topical modules, with one to four weeks in each module. The course contains weekly learning activities (including assignments) which are made available weekly.
 - You are expected to keep pace with weekly activities and established assignment deadlines but can schedule your efforts freely within these time frames. Students are expected to complete all learning activities. Weekly assignments based on class readings, cases, videos and recorded lectures are designed to highlight core concepts, help you apply these concepts, and help you to keep up with the material over the semester. The material taught each week builds off material taught in previous weeks. For this reason, it is critical that students keep up with the coursework. If you are not understanding something about the work or assignments, please contact me.
 - Assignments/discussions must be completed and submitted to Carmen by the posted due dates. By giving students at least, a week to complete weekly activities, students can complete assignments as their schedule allows. This flexibility also means that extensions are generally not required. However, you should contact me if you have concerns with the schedule to discuss possible arrangements. For a schedule accommodation for religious observances, read below in the policies section of this syllabus.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content, instructional videos and Carmen activities, for example) in addition to 6 hours of homework (reading, and assignment preparation, for example) to receive an average

grade. This course is designed to have a large active learning component, with cases to analyze, tools to learn to use, and group discussions for sharing work and creating together.

In a typical week, you can expect your time to be spent as follows:

- 1 – 1.5 hours - watching recorded lectures/videos
- 2.5 – 3 hours - in structured activities prepared for this course – completing brief assignments and preparing discussion posts, or working interactively with your group (creating together, or sharing your own work for peer review)
- 5 hours - completing assigned reading, reviewing material, interfacing on discussion boards, completing homework assignments
 - Of course, workload will vary from week to week, with some weeks having more lecture/video time and others having more active learning time. This is intended as a rough guide to help you plan your time accordingly.

Changes in course schedule and flow: Throughout the semester, minor changes may be made to the course schedule and due dates if needed. I will notify students via Carmen announcements in advance of any such changes. These changes might include assignment of suggested supplemental reading, modifying the content of weekly module (typically removing an item or moving to a future date), or moving an assignment deadline to a future date.

- **Attendance and participation requirements:** There are no attendance requirements, but all students are expected to actively participate in the course, including completion of assignments, engagement on discussion boards, and collaboration on group activities.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings) - optional

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**
All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

This course has a variety of assignments, with at least one assignment due each week. Details and instructions for all assignments (including due dates) are provided on Carmen. The general

categories of assignments are summarized below. All assignments are due via Carmen submission on or before the due date. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. All assignments must be submitted via Carmen to receive credit. In the unlikely event assignments are turned in late, the student's grade may be reduced. If you have challenges in meeting assignment due dates, please email me to discuss this early (if possible) to make arrangements.

Graded Assignment Types	Percent of Grade
Discussion Posts (Individual, 5 original points + 5 responses)	10%
Operations & Quality Improvement Video Series Reflection Journal	5%
Individual Assignments (8 assignments)	40%
Group Assignment: Case Analysis/Reports (Group, 3 cases)	30%
Final Course Project (Individual, 1 project)	15%

Discussions and Individual Assignments (Individual): There is a combination of discussion posts and well-defined assignments tailored to the weekly content. These are designed to give you practice in using what you are learning. The format of focused assignments varies and includes answering case questions, using tools from the class lectures, responding to questions about videos and articles and other content-related activities. In most cases, discussion board posts and responses (such as identifying applications of class concepts and analyzing these applications) will take place within your assigned group but you will be required to make individual contributions to those discussion boards.

Group Assignments (Group): Case studies are an important learning resource for management courses. Case learning is enhanced when students discuss the case and possible solutions to the case problem with others. Therefore, group assignments are built around several cases so that you can work together and learn from one another.

Final Project (Individual): Each student will identify and analyze examples of operations management challenges. Students will use the tools and frameworks from class to describe the nature of the challenges and the solutions employed by health systems and other organizations.

Grading Scale

The following are guidelines for the assignment of grades to graduate students. Please note that 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.

A	93 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <93	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	83 to <87	Good work that reflects mastery of some of the material
B-	80 to <83	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	*Mediocre work that reflects familiarity with, but not mastery of the material
C	73 to <77	*Mediocre work that reflects familiarity with most of the material
C-	70 to <73	*Mediocre work that reflects little familiarity with the material
D+	67 to <70	
D	60 to <67	
E	Below 60	

**Grades below B- indicate significant problems in understanding and/or ability to apply course concepts and/or a failure to meet stated course requirements*

Class Policies

Academic Integrity Policy for This Online Course

- **Written assignments:** Your written assignments should be your own (and your group members') original work. Any exceptions will be noted in the Carmen assignment. Where required, cite any sources (including articles & cases) you use for your written assignments and discussion points.
- **Individual assignments:** Many assignments for this course are to be completed individually. These are categorized as "individual assignments" on Carmen.
- **Group assignments:** This course includes group case assignments. Group assignments are marked as such at the top of the Carmen assignment page. ***You are expected to work together to deliver a collaborative product; not simply divide the work among your group members.*** All individuals must participate and work collaboratively.

Copyright Statement

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

Generative AI Policy

Given that the learning goals of this class are focused on process design and outcome measures, in this course, students are welcome to explore innovative tools and technologies for designing graphics, such as process improvement flow charts and diagrams, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools for most course assignments to gather ideas, but you are expected to further explore and develop these ideas to demonstrate critical thinking and evaluation of research and scholarly works. Your written assignments, including discussion posts and case study analyses, should be refined to reflect your own original work.

If I suspect that you have used GenAI on an assignment for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity policy and [Code of Student Conduct\(opens in new window\)](#) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct\(opens in new window\)](#).

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 accommodation, I request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodation 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 accommodation. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

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 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 accommodation within 14 days after the first instructional day of the course. Instructors in turn should 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 accommodation regarding 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 accommodation 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 the 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 students 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 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 accommodation, 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](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

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.

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.

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 Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@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 Civil Rights Compliance Office 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 practicable 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.

Course Outline (separate document posted on Syllabus page in Carmen)

Module	Week(s)	Date	Readings & Topics
1 Service Operations & Processes	1	8/25 – 8/31/2025	Article: Clueing in Customers
	2	9/1 – 9/7/2025	The Facilities Management Problem - Midwest University Video: Ops & QI Video Series #1
2 Capacity & Process Flow	3	9/8 – 9/14/2025	Operations mgmt. reading: Process analysis (HBS) Case: Kristin's Cookie Company (HBS) Article: Building Standardized Hand-off Protocol Video: Ops & QI Video Series #2
	4	9/15 – 9/21/2025	Case: Shouldice Hospital (HBS)
	5	9/22 – 9/28/2025	Article: Four habits of high-value organizations Case: Winston Medical Center (Carmen)
3	6	9/29 – 10/5/2025	Article: Breaking the trade-off between efficiency and service Video: Ops & QI Video Series #3
	7	10/6 – 10/12/2025	Articles: Inviting families to participate; Engaging patients in redesign; Coproduction Video: Ops & QI Video Series #4
4	8	10/13 – 10/19/25	Case: Gemba Walk – Interactive vignette Video: Ops & QI Video Series #5
	9	10/20 – 10/26/2025	Case: Kaiser No-Wait ED (HBS) Articles: Daily operational brief: Fostering daily readiness, care coordination and Problem-solving accountability in a Large Pediatric Health Care System. Engaging frontline Leaders and Staff in real-time improvement
5	10	10/27 – 11/2/2025	Articles: Mayo Clinic Journey to Perfect Case. Equity and Quality – Improving Health Care Delivery Requires Both. A Framework for Safe, Reliable, and Effective Care White paper.
	11	11/3 – 11/9/2025	Video: Ops & QI Video Series #6
	12	11/10 – 11/16/2025	Case: Cincinnati Children's Hospital (HBS)

Module	Week(s)	Date	Readings & Topics
	13	11/17 – 11/23/2025	Case: Learning How to Reduce Mortality at Kaiser Permanente (HBS) Articles: After the collaborative is over: What sustains quality improvement initiatives in primary care practices? Sustaining Improvement.
6	14	11/24 – 11/30/2025	Articles: Human error: Models and Management Two decades since To Err is Human Health Affairs Video Series Reflection Journal
7	15	12/1 – 12/7/2025	Final Project

Alignment of Competencies with Assessments

Competencies	Discussions	Ops & QI Video Series	Individual Assignments/Project	Group Assignments/Cases
MPH 16 (Leadership): Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	X		X	X
MPH 18 (Communication): Select communication strategies for different audiences and sectors	X		X	X
MPH 22 (Systems Thinking): Apply systems thinking tools to a public health issue	X	X	X	X
MPH-PEP 5: Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and across health care and public health systems.	X	X	X	X