

Course Syllabus
University of Texas at Dallas
Healthcare Financial and Operations Accounting

Course Information

Course Prefix, Number, Section: HMGT 6311.0W1
Course Title: Healthcare Financial and Operations Accounting
Term: Spring 2025
Location & Modality: Online

Professor Contact Information

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MS in Healthcare Leadership and Management: Domain & Competency Mapping

HMGT 6311

Domain 1: Communication and Relationship Management

- Competency-Supportive: Build trusting, collaborative relationships with staff, peers, other disciplines, physicians, etc. (course coverage: team case study exercises).
- Competency-Supportive: Present data analysis results to decision makers (course coverage: team case study exercises).

Domain 4: Knowledge of the Healthcare Environment

- Competency-Supportive: Managed Care models, structures and environment (course coverage: the healthcare environment and health insurance, payments to providers and team case studies)

Domain 5: Business Knowledge and Skills

- Competency-Core: Financial management and financial analysis principles involving the major financial statements (course coverage: income statement, balance sheet and statement of cashflows analysis techniques).
 - Competency-Core: Outcome measures and management (course coverage: time value of money, cost of capital, financial risk analysis, capital structuring, budgeting, working capital management and business valuations).
 - Competency-Supportive: Ability to analyze and evaluate information to support a decision or recommendation (course coverage: case study decision application exercises)
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MS, Healthcare Leadership & Management Student Course Framework for HMG 6311							
Program Goals	PSLO	CSLO	Domain	Domain Name	Competency	Measure	How to Measure
Have a broad understanding of healthcare organization and delivery in the U.S. (PSLO 1)	Assess the role of organized efforts to influence health policy formulation, and the contributions of technology, research, and societal values on our evolving health care delivery system	Analyze how different financial and operational metrics and goals can impact/drive performance of a healthcare organization	5 & 2	Business Knowledge and Skills & Leadership(2); Business Knowledge and Skills (5)	Promote continuous organizational learning/improvement(2), and b) Ability to analyze and evaluate information to support a decision or recommendation (2); Demonstrate Critical Thinking Skills (5)	Understand and use statistical and financial methods and metrics to set goals and measure organizational performance, and b) Leverages continuous improvement methods and ideas to build a culture of excellence	Case study analysis (e.g., impact of using different remuneration goals to impact provider performance)
Can analyze how laws, regulations, and policies control healthcare delivery. (PSLO 2)	Describe how laws, regulations and policies control healthcare delivery and assess the relationship between cost, access, and quality in healthcare	Understand the healthcare insurance landscape and the characteristics of risk transfer	4	Knowledge of the Healthcare Environment	Managed care models, structures, and environment (e.g., group, staff, IPA, PPO)	Understand the various healthcare models to include patient-center home health and managed care organizations	Exam questions related to healthcare insurance
Are prepared to be skilled decision-makers through comprehensive analysis of internal and external factors in healthcare environments. (PSLO 4)	Analyze how healthcare organizations create sustainable strategies to stay competitive	Analyze healthcare financial statements and calculate & interpret common financial ratios, communicate to executive leadership through financial dashboard summaries	5 & 1	Business Knowledge and Skills (5) & Communication and Relationship Management(1)	Financial management and financial analysis principles (e.g., balance sheets, income & cash flow statements, ratio analysis) (5), and b) Present data analysis results to decision makers(1)	Understand and explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions, and b) Simplify analysis and recommendations for decision-makers	Case study analysis (e.g., ratio analysis and dashboard communication)
Are prepared to be skilled decision-makers through comprehensive analysis of internal and external factors in healthcare environments. (PSLO 4)	Analyze how healthcare organizations create sustainable strategies to stay competitive	Analyze capital IT project alternatives by preparing objective capital budget analyses of alternative solutions and concluding on the financial soundness of each alternative to objectively present to each alternative's owners	5 & 1	Business Knowledge and Skills (5) & Communication and Relationship Management(1)	Outcomes measures and management, (5)and b) Build trusting, collaborative relationships with: Staff, peers, other disciplines, physicians, vendors, community leaders, legislators, nursing and other educational programs (1)	Develop a schedule, budget, and goals for a project and manage project resources to meet goals, and b) Communicate clearly and persuasively one's own position to various audiences, in part by understanding their needs and interests and identifying points of consensus and conflict. Able to maintain effective working relationships and fosters a diverse and inclusive environment	Case study analysis (e.g., capital budgeting)

Table 1: MS Program Course Framework. See further information at: <https://bpb-us-e2.wpmucdn.com/sites.utdallas.edu/dist/c/1106/files/2021/09/ms-hclm-booklet-competency.pdf>

Course Pre-requisites and Other Restrictions

This is a required course for the MS in Healthcare Leadership and Management program.

Course Description

This course helps students critically evaluate financial decisions that reduce risk and create economic value. Using hospital and physician group practice data, participants learn how to analyze and interpret healthcare financial statements, evaluate investment decisions that create economic value, financially evaluate a proposed healthcare acquisition, partnership or joint venture, ascertain the worth of a medical practice or healthcare organization, and review internal controls.

Student Learning Objectives/Outcomes

- Obtain an understanding of the foundation of the U.S. healthcare system and the decisions facing business managers from both the provider and payer perspectives
- Obtain an understanding of the financial analysis tools used by healthcare business leaders to manage complex organizations
- Obtain an understanding of and analyze how time value of money impacts business decisions and informs business risk

- Obtain an understanding of for-profit and not-for-profit capital acquisition vehicles and management strategies
- Obtain an understanding of corporate cost of capital measurement techniques and determining the mix of debt vs. equity financing
- Obtain an understanding of the capital budgeting decision-making process and measuring projected cash flows, capital project risk and capital allocation among activities & projects
- Obtain an understanding of the unique healthcare industry revenue cycle and its effective management
- Obtain an understanding of business valuation in a merger/acquisition setting

Course Modality & Online Student Expectations

This section of the course is online. *The course involves team case studies; thus, students will be assigned to teams and will be required to meet with other team members (virtually or in-person depending on the respective team's preference) to complete the weekly case study assignments.*

Class Participation: Students are required to login regularly to the online class site and complete all assignments per the Academic Calendar, below. The professor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate in discussions & evaluations described in this syllabus and to participate significantly to the team case studies.

Virtual Classroom Citizenship: The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper etiquette when interacting with class members and the professor.

Required Textbooks and Materials

Understanding Healthcare Financial Management, 8th ed. (ISBN: 978-1-64055-109-1) by George H. Pink and Paula H. Song. Published by Health Administration Press.
AND Gapenski's Cases in Healthcare Finance, 7th ed. (ISBN: 978-1-64055-317-0) by George H. Pink and Paula H. Song. Published by Health Administration Press.

Textbooks can be ordered online or purchased at the [UT Dallas Bookstore](#). Either printed or digital versions of the textbooks are acceptable, but you must have the editions noted above. Cases and other learning materials change with editions, and if you have the wrong edition, you may not have the correct information for the case studies and/or the exams.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.

Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.

To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. However, most assignments have a long window to complete, thus minor technical interruptions would not be expected to impact due dates/times. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Assignments & Academic Calendar *(all times are in US Central time zone)*

The planned timeline below is subject to change at the professor's discretion. *“UHFM” refers to the textbook and “CHF” refers to the case book described above.*

Lecture Topics Covered	Required UHFM Readings	Lecture & Readings Due By	Case Study Name	Case Individual Question Set Due	Case Team Assignment Due	SLOs & Competencies
Read syllabus and complete the syllabus quiz immediately. See below Syllabus Quiz section for detail.						
The Healthcare Environment & Health Insurance	Chapters 1 & 2	Jan 24 th at 10:00pm	None	NA	NA	Healthcare landscape & insurance
Payments to Providers	Chapter 3	Jan 28 th at 10:00pm	Beaufort Family Physicians: Case 2	Jan 28 th at Noon	Feb 4 th at Noon	Financial & operational metrics and goals
Pre-Test Must Be Submitted by 8:00pm on January 31st						
Financial Condition Analysis	Chapter 13, plus Supplement pages 607-610	Feb 4 th at 10:00pm	River Community Hospital (A): Case 25	Feb 4 th at Noon	Feb 11 th at Noon	Financial statements, ratios and dashboards

Lecture Topics Covered	Required UHFM Readings	Lecture & Readings Due By	Case Study Name	Case Individual Question Set Due	Case Team Assignment Due	SLOs & Competencies
Revenue Cycle and Current Accounts Management	Chapter 15	Feb 11 th at 10:00pm	Foster Pharmaceuticals: Case 28	Feb 11 th at Noon	Feb 18 th at Noon	Financial statements, ratios and dashboards
AI use in Revenue Cycle	Podcast Episode: See assignment description below	Feb 14th at 8:00pm	The Business of Healthcare Podcast: Episode #124	Feb 14th at 8:00pm	NA	Financial statements, ratios and dashboards
Time Value Analysis	Chapter 4	Feb 18 th at 10:00pm	Gulf Shore Surgery Centers: Case 12	Feb 18 th at Noon	Feb 25 th at Noon	Financial & operational metrics and goals
Financial Risk and Required Return	Chapter 5	Feb 25 th at 10:00pm	Mid-Atlantic Specialty, Inc.: Case 13	Feb 25 th at Noon	Mar 4 th at Noon	Financial & operational metrics and goals
Debt Financing	Chapter 6	Mar 4 th at 10:00pm	Pacific Healthcare (A): Case 14	Mar 4 th at Noon	Mar 11 th at Noon	Financial & operational metrics and goals
Equity Financing	Chapter 7	Mar 11 th at 10:00pm	Pacific Healthcare (B): Case 16	Mar 11 th at Noon	Mar 25 th at Noon	Financial & operational metrics and goals
Lease Financing	Chapter 8	Mar 25 th at 10:00pm	Seattle Cancer Center: Case 17	Mar 25 th at Noon	Apr 8 th at Noon	Financial & operational metrics and goals
Mid-Term Exam on eLearning	Chapters 1-8 & 13 & 15	Due: Apr 1 st at 11:00pm	Specifics of cases will <i>NOT</i> be on the exam	The exam must be taken on April 1 st via the "Exams" link on eLearning		
Cost of Capital	Chapter 9	Apr 8 th at 10:00pm	Southeastern Homecare: Case 18	Apr 8 th at Noon	Apr 15 th at Noon	Capital project analysis
Capital Structure	Chapter 10	Apr 15 th at 10:00pm	RN Temps, Inc.: Case 19	Apr 15 th at Noon	Apr 22 nd at Noon	Capital project analysis
Capital Budgeting	Chapter 11	Apr 22 nd at 10:00pm	Jones Memorial Hospital: Case 20	Apr 22 nd at Noon	Apr 29 th at Noon	Capital project analysis
Project Risk Analysis	Chapter 12	Apr 29 th at 10:00pm	Coral Bay Hospital: Case 21	Apr 29 th at Noon	May 6 th at Noon	Financial & operational metrics and goals
Business Combinations and Valuation	Chapter 16	May 6 th at 10:00pm	Bedford Clinics: Case 33	May 6 th at Noon	NA	Capital project analysis
Post-Test Must Be Submitted by 8:00pm on May 9th (this is not the same thing as the Final Exam)						
Final Exam on eLearning	Chapters 9-12 & 16	Due: May 13 th at 11:00pm	Specifics of cases will <i>NOT</i> be on the exam	The exam must be taken on May 13 th via the "Exams" link on eLearning		

Two Things You Need to do Immediately

1) JSOM Virtual Learning Launchpad Course

You must upload your certificate of completion for the JSOM Virtual Learning Launchpad course (which is separate from this course and required by UTD for all online students to complete)

[Student Virtual Learning Launchpad Instructions](#)) to the JSOM Virtual Learning Launchpad Certificate Submission assignment on our eLearning homepage. You **will not be able to see** the **Learning Modules** folder on this course's homepage until you upload your certificate of completion.

2) Syllabus Quiz

There is a **syllabus quiz** on eLearning that **you must complete with a perfect score** in order to gain access to the lecture videos and class lecture notes that are contained in the "Learning Modules" folder on eLearning. Therefore, **this syllabus quiz should be completed immediately.**

So, in summary, you need to upload your JSOM Virtual Learning Launchpad Certificate in order to see the Learning Module folder, and you need to complete the syllabus quiz with a perfect score in order to see the contents of that Learning Module folder. Do these two things immediately.

Class Structure & Case Studies

Individual Case Study Question Sets

In order to properly prepare for the team case study projects, all students must **individually** submit a question set assignment related to each case. These are short assignments that require students to analyze the case that will be discussed in the upcoming lecture to ensure that students have a good foundation of the case prior to commencing with the more detailed team case study analysis. The question sets will be posted under the "Assignments" link on eLearning. ***Student answers are expected to be graduate level. Students should analyze the questions and answer in their own words, rather than simply copying text from the case.***

Individual Podcast Episode Question Set (goes along with CH 15)

In addition to the Individual Case Study Question Sets, students are required to complete a question set related to a podcast episode that discusses the use of artificial intelligence in the Revenue Cycle Management function. Students are required to do the following for this assignment:

1. Listen to **Episode #124 of The Business of Healthcare Podcast** (produced by UTD's Center for Healthcare Leadership and Management): "The State of AI in Revenue Cycle Management for Healthcare".
2. Answer and submit the question set on eLearning related to the episode. See question set due date in the assignments calendar above.

Note that the podcast question set will be graded in a similar manner to case study question sets.

Team Case Study Models

The professor will post the team rosters on eLearning which separate the class participants into teams. The team rosters will remain the same throughout the semester, so meet and coordinate with your team members the first week of class. ***Each team will appoint a team secretary who will be the only member of the team that formally submits completed case study projects via eLearning.*** Team members will complete the assigned case studies with their team and the

secretary will submit the team’s solution. The cases assigned for each lecture are listed above. Each case is due to be submitted as indicated above. After viewing the lecture and completing the assigned readings, teams will work on their case study submissions and team secretaries will submit their team’s solution via each case’s eLearning portal by the due date. The case study assignments and models will be posted under the “Assignments” link on eLearning.

Students must complete the readings and view the respective lecture before attempting to complete the case that is associated with the lecture. The lecture contains explanations of the concepts that will be needed to complete the case study. The lecture also contains a set-up of the case study associated with the lecture material. The chapters, cases and due dates are listed in the Academic Calendar above. You will see that the individual (meaning every student must submit their own) case questions sets are due first, and then the following week, the team case study model assignments for that case are due.

Student Self-Evaluations

Each student will also participate in a structured process to evaluate your own learning, understanding, and performance. Roughly once per week you will be required to complete a personal evaluation assessing your performance. ***These assessments are mandatory and although they will not be graded, failure to complete the assessments could affect your final grade.*** See grade weighting below. This reflective journal can be used to catalog your ideas, current thinking and other thoughts. The intent is to allow you to record your current thinking and then “pull” from those ideas as needed. This reflective evaluation will be based on a specific question that will be posted by the professor. This reflection is personal, and only you and the professor will have access to your posted answers. As an example, a typical week’s evaluation might ask the following questions: 1) On a scale of 1-5 rate your understanding of the material covered this week. 2) Briefly answer the following question: Is HMO or PPO a better health insurance product and why? The self-evaluations will be posted in a folder under the “assignments” link on eLearning. ***Students must monitor this folder each week to see if a new evaluation is posted. The evaluation link will only remain open for about a week, at which time it will close and you will no longer be able to access that particular evaluation question.***

Pre-Test and Post-Test

Students must complete a brief test at the beginning and the end of the course to assess your knowledge of the course topics prior to taking the course and after you have completed it. These tests will not specifically be graded, but see grade weighting below as you will lose points if you do not complete them. The pre/post tests will serve as feedback to the students and the professor. The pre/post tests can be found under the “Exams” link on eLearning and the due dates are listed in the assignments calendar above. ***Note that the Post-Test is NOT the same thing as the Final Exam; it must be completed in addition to the Final Exam.***

Grading Policy – (see also Course & Instructor Policies, below)

Weighting:

Exam #1	15%
Final Exam	15%
Team Case Studies	45%
Individual Case & Podcast Pre-reads	15%
Completion of <i>pre-/post-tests, self-evaluations</i> and <i>course engagement</i>	<u>10%</u>
Total	<u>100%</u>

- Grading will be on a standard A-F scale (i.e., A=90-100; B=80-89; C=70-79; F=below 70).
- There will be no (+) modifiers to final grades, except in cases where a grade is on the extreme border of the next grade level, in which case a + modifier will be assigned. For example, a score of 89 will receive a B+.
- There will generally be no (-) modifiers unless specific circumstances warrant that designation.

In eLearning, the “Total Points” column of the grading section is not relevant because the points are not weighted per the above weights. For an example of how to calculate your final weighted semester score, see the example contained in the “Course Information” folder on eLearning.

Team Case Study Grading: Each case is worth 10 total points as follows:

- 2.0 pts: Clear and accurate identification and explanation of problems and major issues
- 2.0 pts: Assumptions used to complete the case study are clearly listed and reasonable
- 2.0 pts: Application of finance principles and concepts are correct and clearly presented
- 2.0 pts: Calculations/formulas are accurate, complete and clearly documented
- 2.0 pts: Final recommendations/conclusions are clear, logical and thoroughly discussed

Points will be earned for how well each grading area is completed. Each team member will receive the same grade on each case. ***However, all team members will have the opportunity to submit a Team Member Evaluation Form during the semester if they believe that any particular members of their team are not carrying their share of work.*** I expect graduate-level students to be able to work in team settings and professionally work-out group member contribution issues within their team. Therefore, I expect teams to attempt to solve any internal team member issues themselves before involving me. Once a team has tried unsuccessfully to solve their issues internally and has contacted me ***on a timely basis***, I will intervene and call a team meeting to discuss with the entire team. Waiting until the end of the semester to raise and issue is not timely. Issues must be dealt with while there is still ample time to correct the situation. ***Any student who receives credible and consistent poor ratings from other team members will receive a reduction to their Case Studies scores at the end of the semester based on my discretion from the information that I have received from other team members.***

Tests/Exams

Test #1 and the final exam will be non-cumulative, but the nature of finance & accounting will require you to retain an understanding of previously covered material. Both tests will be multiple choice & T/F format.

Tests will be given online, and you can access the exam via the eLearning folder. Exams will be held according to the Academic Calendar, above. I will communicate the exam link availability times via eLearning announcement. **YOU SHOULD USE ONLY THE CHROME BROWSER TO TAKE THE EXAMS!** Some other browsers have been noted to have issues with eLearning exams.

Exams will be open book and students must take the exam individually and not give help or receive help from any other person. If you have a documented emergency that will prevent you from taking an exam on the scheduled day(s), you need to notify me **BEFORE** the exam day. Supporting documentation will be required and a make-up date may be scheduled at my discretion. **Given that tests will be online, excuses will be accepted in only very rare circumstances.**

Exams can only be accessed during the time windows listed on the Academic Calendar, above. ***Students must complete the exam before the exam time window closes. Partially completed exams will submit automatically at the end of the exam window and no credit will be given for unanswered questions.*** It is your responsibility to ensure that you complete the exams on time.

Specific exam-related rules/items:

- The exams will **automatically close at the end of their respective date & time windows.**
- **Any partially completed exams will be automatically submitted as final when the testing date and/or time window(s) close.**
- Students must access eLearning to take the exams.
- Students must access the exams **from a reliable computer with a reliable internet connection.** Therefore, it is highly advised that students do not access the exams through a public connection, such as a coffee shop. The exams will be timed, and once the time window has closed, any partially completed exams will automatically submit and no credit will be given for unanswered questions. **You will only receive one attempt at each exam.**
- It will be **considered cheating** if you assist any other student with an exam or if you copy or photograph any exam questions.

Professor Expectations

In order to ensure that you stay on the case study completion calendar, reading assignments and lectures must be completed per the time schedule listed above on the Academic Calendar. When you meet with your teams to complete the case studies, you will already have read through the textbook and case material, and you will have watched the lectures associated with that case.

The professor will often communicate with the class via eLearning “Announcements” or the group discussion board. Students are expected to watch for these announcements/discussions, read them timely and act on any specific instructions contained therein.

Course & Instructor Policies

Grades will reflect your performance relative to your peers; thus, grades may be curved (at my discretion), but only if a curve is necessary due to final grade distribution.

Financial analysis requires critical thought and questioning. Learning any complex concept, material or task requires not only quality practice, but also adequate time for the brain to absorb, assimilate and retain the new data. Quality pre-reading of the chapter material prior to watching the lectures, further absorption through the lectures, and adequate review and exam preparation, form the path for initial learning success of this, or any, complex material.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <https://go.utdallas.edu/syllabus-policies> webpage for these policies. Additional Polies are at <https://institutional-compliance.utdallas.edu/eo-title-ix/pregnant-and-parenting/>

Class Recordings

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students. Please see <http://go.utdallas.edu/academic-support-resources>.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.