2015

HESA 601 Professional Development I

Nancy Linenkugel
linenkugeln@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/
health_services_administration_syllabi_fall_2015

Recommended Citation
http://www.exhibit.xavier.edu/health_services_administration_syllabi_fall_2015/20

This Restricted-Access Syllabus is brought to you for free and open access by the Health Services Administration Syllabi 2015 at Exhibit. It has been accepted for inclusion in Health Services Administration Syllabi Fall 2015 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
XAVIER UNIVERSITY
GRADUATE PROGRAM IN HEALTH SERVICES ADMINISTRATION
COLLEGE OF SOCIAL SCIENCES, HEALTH, AND EDUCATION

HESA 601

Professional Development 1

<table>
<thead>
<tr>
<th>Number of credit hours</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester and Year</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Classroom Building and Room</td>
<td>Alumni Center, Classroom B-13 (Lower Level)</td>
</tr>
</tbody>
</table>

Instructor name: Dr. Nancy Linenkugel, OSF, DM, LFACHE
Instructor office: Schott Hall #403
Office hours: By appointment
Office Phone: (513) 745-3716
Instructor E-mail: linenkugeln@xavier.edu

COURSE DESCRIPTION:

This first of four courses in Professional Development is an introductory course.
PD 1: Executive Skills - to enhance the students’ communication skills from writing letters, memos, resumes, executive summaries to presentational skills, networking and conflict resolution skills. This course offers students the opportunity to become familiar with one another, to select class officers, to plan professional and class-related activities, and to begin thinking as a professional for career opportunities.

PD 2: Xavier Interprofessional Course;
PD 3: Residency Preparation, Facility Planning; Relationship Building;
PD 4: Residency Preparation and Executive Skills

DOMAIN/COMPETENCE MODEL FOR GRADUATE HEALTH SERVICES ADMINISTRATION

Graduate MHSA Masters of Health Services Administration Mission Statement (2014)
This PD 1 Course is consistent with our Graduate MHSA Masters of Health Services Administration Mission Statement:
“In keeping with its Catholic, Jesuit tradition, the mission of the Graduate Program in Health Services Administration (GPHSA) at Xavier University is to educate knowledgeable, highly skilled, values-oriented future leaders who will contribute to the health of society by continuously improving the management of health related organizations through employment in decision support, managerial and/or executive positions.

The program will accomplish its mission through:
- Challenging students in the classroom and in applied field experiences including internships and required residencies (scholar-practitioner program) to think critically, to connect coursework to organizational experiences, and to grow in executive skills (writing, speaking, self-management, follow-through, leadership);
- Developing internal and external collaborative relationships with academicians and with health care practitioners which lead to innovations in teaching as well as in the delivery of health services;
• Incorporating research, scholarship, and collaborative projects into the classroom experiences and field work

PD 1’s emphasis on communication skills, interpersonal skills, and looking ahead supports this mission.

PD 1 will provide opportunities to learn about: a) Health Care Environment and Clinical Aspects through connection with the Health Administration Student Professional Society (HASPS); b) the importance of effective, concise written and oral communications and presentations in business; c) introduction to several healthcare administration careers; d) learning more about being an HSA professional.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Competency/ Student Learning Outcome</th>
<th>Minimum expected level of competence</th>
<th>Method of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to write in an effective and concise manner</td>
<td>#18 Be able to write in an effective, concise business style.</td>
<td>Basic: writing shows basic grasp of grammar and writing skills but these are applied inconsistently; points made need improvement in organization.</td>
<td>Resume</td>
</tr>
<tr>
<td>The student will be able to present using appropriate technology</td>
<td>#19 Be able to present information using appropriate oral skills and technology.</td>
<td>Basic: become more comfortable in giving oral presentations</td>
<td>Article Presentation; Speeches</td>
</tr>
</tbody>
</table>

**COURSE REQUIREMENTS AND METHODOLOGY**

**Course Prerequisites, Requirements, and Methodology**

- **Requirements**
  HESA 601-604 are REQUIRED courses in the curriculum. Each of these courses familiarizes the student with practitioners in the field in a conference or workshop type environment. There are no prerequisites for HESA 601.

  Students must be present for the course meetings since each of the meetings generally consists of a guest presentation. In extenuating circumstances, absences may be excused by contacting the instructor, Dr. Linenkugel, at least 20 minutes prior to the class meeting. Please be aware that your professional behavior, appearance, and demeanor are indicators of your readiness to undertake a residency and a management/leadership position in health care. Wear business professional attire and use your table card nametags for every class as a courtesy to speakers.

- **Methodology**
  The methodology used in this course is lecture and class discussion. Students are expected and encouraged to ask questions of the presenters.

- **Learning**
  You will learn in this course using a variety of learning and teaching methods. On an average week, you will spend approximately 4 hours learning in this course:
  - In class presentations 20%
  - Simulations 10%
  - Reflective Learning 20%
  - Guest Speakers 50%
• **Resume**
  Students will work with a consultant to develop their resume.

• **Speeches**
  Students will work with a consultant on how to give speeches and will practice giving speeches in class.

• **In-class Presentations**
  Students will select a current article on a healthcare topic relevant to health administration. They will then summarize the article and present it to the class as if they were riding in a car and their preceptor/boss asked them what was new in healthcare.

• **Election of Class officers**
  Students will elect class officers (President, Treasurer, Community Service Chair, and HASPS co-chairs – Health Administration Student Professional Societies) later in the semester (before Thanksgiving break) once a learning community has developed.

• **Professional Trade Associations**
  Students will be introduced to the key health care professional and trade associations through activities sponsored by HASPS.

• **Weekly Journal**
  o Students will maintain a weekly journal of the PD classes for their enrichment and reference that lists:
    - Date
    - Speaker
    - Topic
    - Main concepts covered
    - One thing that the student learned
    - Questions for the future
  o This journal should be maintained and used for all four PD classes.

• **Evaluation**
  Class Participation 60%
  Resume 10%
  Speeches 20%
  Article Presentation 10%

**Grading Scale:**
This is a Pass/Fail Course

**ACCOMMODATIONS**
If you have a disability for which you require accommodation in order to give your best academic performance in this course, please notify the instructor. You should consult or register with the Learning Assistance Center (513-745-3280) so that together you can work to develop methods of addressing needed accommodations in this class.

**TABLE NAME CARDS**
Students are expected to use their table name cards at every class. This is a professional practice and a courtesy to guest speakers. Use your name card for PD 1, 3, and 4.
REQUIRED READINGS
There is no textbook for this course; however, students might be asked to read materials provided by the guest speakers. Each student as assigned will explain one contemporary article during the course.

ACADEMIC HONESTY (XAVIER UNIVERSITY POLICY)
The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

FACULTY NOTE
In addition to the above (taken directly from the University Catalog), please be aware that cutting and pasting from the Internet without attribution is unacceptable. If you use more than three words written by someone else, those words should be enclosed in quotation marks and appropriately noted.

This syllabus and course outline is subject to change due to unforeseen circumstances.

ASSIGNMENTS
1. PD Journal – (see above—for personal reflection and not to hand in)

2. The weekly CURRENCY-- “who/what/when/where/why” brief summary of a current article (no older than 6 months) not used in another class and from the healthcare news (see example on last page—select an article that you can explain easily and would be a good conversation topic):

   Students work in pairs for each class session and come up to the front of the room to present their article.

   Scenario:  You are an administrative resident riding in the car with your residency preceptor and a physician from your residency organization. During the car conversation, your preceptor asks you, “What new healthcare development have you read about?”

   One student in the pair shares the article you’ve prepared. You may use notes if you wish in explaining the article since you could have notes with you in the car. You
present the “What’s New” article and also answer the “how” question, “How does this article pertain to us, as future healthcare executives”? (see assignment list and sample attached)

The other student in the pair is the physician in the car; while you know a lot about medicine, you don’t know a lot about how things work in your organization. You raise questions about the article’s information in order to understand how that could apply to your organization and what the benefits would be.

The class as a whole is the residency preceptor and asks questions or offers comments about the implications of adopting the article’s content for the organization. Everyone in the class should be ready with comments or questions in your role as the residency preceptor. The assigned students facilitate the conversation with the entire class and watch the time—5 minutes total for the entire CURRENCY segment.

3. The students who present the CURRENCY summary will also handwrite a thank you note to the speaker(s) --stationery is provided by the Department. (It’s a good idea to ask the speaker at the end for a business card so you’ll have the contact information.)

4. Any additional assignments will be determined by the presenters, e.g., writing assignments could include letters of application, resumes, executive summaries, agendas.

5. Students are expected to ask questions of the presenters and participate in in-class projects.

6. Memorize this **212º Exchange** (based on “212 –The Extra Degree” by S. L. Parker):

<table>
<thead>
<tr>
<th>Dr. L</th>
<th>At 211º…</th>
<th>Students</th>
<th>…water is hot.</th>
<th>Dr. L</th>
<th>At 212º…</th>
<th>Students</th>
<th>…water boils.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“</td>
<td>Boiling water…</td>
<td>“</td>
<td>makes steam.</td>
<td>“</td>
<td>Steam…</td>
<td>“</td>
<td>...powers a locomotive.</td>
</tr>
</tbody>
</table>

**PD PLUS**
Throughout the fall semester of PD 1, additional class sessions are built-into the curriculum so that students benefit from a variety of professional success topics. These sessions are reflected on the schedule that follows, are part of HESA 601, and are required as part of the course.

**Agenda for Each PD 1 Class Meeting**
1. Sign-in on the attendance sheet provided (passed around)
2. Prayer and Announcements  
   Dr. Linenkugel  
   2 min.
3. 212º  
   Dr. Linenkugel and All  
   1 min
4. Currency  
   Student Presenter(s)  
   5 min
5. Introduction of Speaker  
   Dr. Linenkugel  
   2 min
6. Speaker’s Presentation  
   Speaker(s)  
   ~63 min
7. Thank You and Wrap-Up  
   Dr. Linenkugel  
   2 min

**TOTAL**  
75 min
<table>
<thead>
<tr>
<th># and Date</th>
<th>PD 1 CLASS SESSION 11:30 AM – 12:45 PM</th>
<th>PD 1 GUEST SPEAKER</th>
<th>PD PLUS Deco-Diner 10:00-11:00 AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25</td>
<td>Introduction to PD as Skills-Oriented; MHSA Alumni Association; HASPS (Health Admin Student Prof Society)</td>
<td>Dr. Nancy Linenkugel, ’80M; Pamela Coyle-Toerner ‘88M, MHSA Alumni Association President; Eric Morris ‘17M and Jamie Horne ‘17M from HASPS (confirmed)</td>
<td>2nd Year Community Service Chairs Zach Oglesby ‘17M and Michael Cirino ‘17M (11:10 - 11:25 AM)</td>
</tr>
<tr>
<td>#2. Sept 1</td>
<td>Writing Skills</td>
<td>Tina Farrell, HSA Department Admin. Asst. (confirmed)</td>
<td></td>
</tr>
<tr>
<td>#3. Sept 8</td>
<td>Executive Writing – Taking Minutes, Summaries, Notes</td>
<td>Mr. Jeffrey Stewart, VITAS Healthcare, Director of Digital Marketing (confirmed)</td>
<td>Ignatian Values for Success (J. Shadle)</td>
</tr>
<tr>
<td>#4. Sept 15</td>
<td>Presentation Skills</td>
<td>Debbie Pearce, Independent Consultant and Communications Coach (confirmed)</td>
<td></td>
</tr>
<tr>
<td>#5. Sept 22</td>
<td>Presentation Skills</td>
<td>Debbie Pearce, Independent Consultant and Communications Coach (confirmed)</td>
<td>Social Success Skills (S. Sherman ’90M and Leslie Burford ’90M)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6. Sept 29</td>
</tr>
<tr>
<td>HIP #7 Mon. Oct. 5</td>
</tr>
<tr>
<td>#7. Oct. 6</td>
</tr>
<tr>
<td>#8. Oct. 13</td>
</tr>
<tr>
<td>#9. Oct. 20</td>
</tr>
<tr>
<td>Oct. 26</td>
</tr>
<tr>
<td>#10. Oct. 27</td>
</tr>
<tr>
<td>Monday Nov 2 or Monday Nov 9 from 5:00-7:30 PM (TBA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Building Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>#11. Nov. 3</td>
</tr>
<tr>
<td>Thurs, Nov. 5, 2015 at Noon with HSA Advisory Board</td>
</tr>
<tr>
<td>#12. Nov 10</td>
</tr>
<tr>
<td>#13. Nov. 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some Healthcare Career Options to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>#14. Dec. 1</td>
</tr>
<tr>
<td>Nov.26</td>
</tr>
</tbody>
</table>

6
HESA 601
The Weekly CURRENCY presentations (3 minutes max.)

Example:

Who  Doctors, medical students, ambulance crews, hospital Emergency Departments, patients

What  New portable medical tools improve the ability to make accurate diagnoses.
A few examples are:
  1. VScan – used like a stethoscope but shows the doctor—and patient-images of the heart itself, so it gives much more information than listening ($8,000)
  2. TransportAV System – allows ambulance crews to transmit live images of a patient to the hospital ED ($36,000)
  3. Mobile MIM – allows doctors to see CT and MRI scan images on their phones
  4. AT&T “Smart Slippers” – detect changes in a patient’s gait so an intervention can occur before-the-fact
  5. Alarm System – mats in hospital beds that send out alarms to nurses’ phones if a patient’s condition changes drastically ($225,000/floor)

When  Available now
Where  Across the USA
Why  Improving care

How  HOW DOES THIS PERTAIN TO US, AS HEALTHCARE EXECUTIVES?
  2. Budget implications—costly, but positive effect on patient mortality
  3. Changing the way patients participate in their care: if I see immediate monitoring results, I might be more prone to make lifestyle changes

CURRENCY and THANK YOU NOTE Assignments for Fall 2015:

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Names</th>
<th>#</th>
<th>Date</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td>9/01</td>
<td>Angela Sims and O’Brian Davis</td>
<td>#9</td>
<td>10/20</td>
<td>Jennifer Terry and Joe Hayden</td>
</tr>
<tr>
<td>#3</td>
<td>9/08</td>
<td>Kelly Kleier and Anne Mitchell</td>
<td>#10</td>
<td>10/27</td>
<td>Kelsey Zimmerman and Eric Stiene</td>
</tr>
<tr>
<td>#4</td>
<td>9/15</td>
<td>Siah McCabe and Anthony Grisafo</td>
<td>#11</td>
<td>11/03</td>
<td>Simone Maxey and Daniel Elmlinger</td>
</tr>
<tr>
<td>#5</td>
<td>9/22</td>
<td>Taylor Duncan-Presson and Abby Scharrer</td>
<td>#12</td>
<td>11/10</td>
<td>Rachel Helt and Dustin Ward</td>
</tr>
<tr>
<td>#6</td>
<td>9/29</td>
<td>Lauren Sweeny and Nate Kunce</td>
<td>#13</td>
<td>11/17</td>
<td>Mariah Mitchell and Volunteer</td>
</tr>
<tr>
<td>#7</td>
<td>10/06</td>
<td>Kathryn Weiskircher and Damien Banks</td>
<td></td>
<td>11/26</td>
<td>(No class – Thanksgiving break)</td>
</tr>
<tr>
<td>#8</td>
<td>10/13</td>
<td>Emily Harmeling and Shan Qureshi</td>
<td>#14</td>
<td>12/01</td>
<td>Marki Travelstead and Addison Wille</td>
</tr>
</tbody>
</table>