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HESA 515 Health Care Workforce Strategy

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Recommended Citation

Heintzelman, Gayle, "HESA 515 Health Care Workforce Strategy" (2020). *Health Services Administration Syllabi Spring 2020*. 24.
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HESA 515-Spring 2020

XAVIER UNIVERSITY GRADUATE PROGRAM IN HEALTH SERVICES

ADMINISTRATION COLLEGE OF SOCIAL SCIENCES, HEALTH, AND EDUCATION

HESA-515

Health Care Workforce Strategy

Number of credit hours 2.5 Semester Spring 2019

Classroom building and room number: Health United Building - Room 304 - Tuesday 5:45P - 8:15P

Instructor name: Gayle Heintzelman - Office Hours by Appointment. Cell Phone Number

(513) 889-8825 Instructor Email: gmheintzelman@gmail.com or heintzelmang@xavier.edu

Course Description (from the Xavier University Catalog)

Introduces students to fundamental human resource functions: recruitment and selection, performance management, compensation and benefits, training and development, employee labor relations as they are implemented in healthcare organizations. The course will explore the unique strategic imperatives and challenges of workforce development in a healthcare organization.

Course Rationale:

Healthcare is a person-centric business where the product is the result of the expertise and the relationship that the employees provide to the patient. As such, healthcare offers unique challenges from a Human Resources Management perspective. The work is highly specialized, critical, and highly regulated, and requires 24 hours a day/ seven days per week staffing. Not only are employees expected to be highly skilled (licensed, registered and certified as appropriate), they must also be caring and compassionate in order for the organization to be successful.

Learning Objectives:

- Understand and be able to articulate the specific areas of the HR Wheel. Explain the Employee Life Cycle. Discuss the HR/Employment laws and be able to apply them in a healthcare environment.
- Understand systems and the impact of job analysis, job design, and performance management and compensation systems on an organization.
- Develop skills in writing job descriptions, interview and selection, develop competency plans and assessing job performance.
- Articulate best practice and trends in recruitment, selection and retention

- Be able to explain performance management, on boarding, coaching, training and employee development process

Student Deliverables:

- Weekly assigned reading presentation and discussion and answer questions concerning assignment
- Research article presentation and discussion
- Individual assessments and case review in preparation for discussion
- Completion of a group presentation to be presented to class

Student Competencies:

Course Objectives	Competency/Student Learning Outcome:	Minimum Expected Level of Competence:	Method of Assessment:
Define strategic human resource management and describe systems that affect the organization and their associates.	Apply culturally competent techniques to the management of healthcare organizations, employees, and professional staff.	Competent- Can apply culturally competent techniques to real world problems in the management of healthcare organizations, employees, and professional staff	Chapter and research article presentation, answering questions, and class participation .
Discuss the various groups, regulatory and governing bodies and how they integrate into the healthcare organizations.	Articulate the roles, responsibilities, structures, and influence that professional groups, regulatory bodies, and governing bodies hold in healthcare organizations.	Basic- Demonstrates a basic understanding of roles, responsibilities, structures, and influence that professional groups, regulatory bodies, and governing bodies hold in healthcare organizations.	Chapter and research article presentation and answering questions and class participation
Demonstrate effective verbal, written and presentation skills.	Demonstrate effective oral communication and presentation skills.	Competent- oral presentations get the point across and the speaker displays comfort in speaking.	Appropriately answer questions on presentation topic.
Understand the importance of building collaborative relationships within a healthcare organization.	Build collaborative relationships and interpersonal communication skills.	Competent- the team member is a reliable attendee, completes the assigned work on-time, assists other team members, and can take credit for helping accomplish the team goals.	Group presentation and all members of Group presenting.

<p>Understand the steps in the process of organizational change management.</p>	<p>Articulate methods to promote and manage change.</p>	<p>Competent- Have a thorough understanding of change management, and be able to demonstrate it in a real-world setting.</p>	<p>Effectively explain the different Change Management Processes</p>
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Course REQUIREMENTS AND METHODOLOGIES

Requirements

- This course is a required part of the Graduate student curriculum for the Masters in Health Services Administration.

Learning Methodology

- You will learn in this course using a variety of learning and teaching methods. On an average you will spend at least 10 hours learning in this course.
- Research Articles **20%**- Reflective Learning/Executive Summaries **10%** - In class presentations - **20%**
- Readings, answering questions, and quizzes **20%** - Lectures **10%** - Class Discussions - **20%**

I will be assessing how engaged you are in class. This will be done using four methods

- You will need to research 14 different topics – bring the article to class and be prepared to present to the class, also you will obtain information or discussion and due summaries when asked.
- I will evaluate your class attendance, on-time arrival, and respect for the professor and your fellow students. Missing more than three classes could result in lowering grade by 10 points. Missing four or more could result in lowering grade by 20 points.
- In Class presentation -This will help you learn how to extract information from varied resources, develop a presentation working with other classmates and present that information in an engaging way to the class. A huge component of HR is being able to disseminate information in a coherent way for other individual's learning. You are responsible to be an active listener and ask questions and provide feedback on the presentation.
 - Each student will be assigned a group to work with on his/her presentation. These will be HR topics, and groups will present 30 minute “training” on the topic to the class.
 - Each group will need to choose a topic. I have listed some suggestions. Groups are expected to research the topic and present the information in an engaging and interactive way. Groups may also recommend a different topic (make sure you receive approval prior to working on your topic).
 - The class participants are expected to ask relevant questions to the individual or group for their own understanding.

- All students, in the group, are responsible for knowing the information presented.
- Students will be evaluated on the effectiveness of their presentation through feedback from the class, combined with Instructors feedback.

Students are expected to attend class every week and to be prompt not only to benefit from class instruction but also to contribute to the class discussion. Students are expected to be active participants and not passive note takers. If an emergency occurs (e.g., death in the family, illness or hospitalization) and a student is required to be absent from class, the student should notify the instructor before class if at all possible. Otherwise, a student will be considered absent without an excuse. When a guest speaker gives a presentation, students are expected to be professional: that is, to be attentive and ask relevant questions. Simply attending class is not enough to obtain full credit for participation.

Due Dates

- Research Articles and Presentations: All to be turned on the night of the class
- Due dates for assignments and presentations are found in the course outline. All assignments must be turned in on time (at the end of the class period). Late assignments are subject to a grade reduction of 10 points for one day late and 20 points for two days late. Any assignments turned in later than 2 days late will receive a grade of zero. However, if it is not turned in at all, you will fail the course.
- APA style is the required format for all papers submitted during your academic career at Xavier University. There are books published and many Internet resources. One particularly good resource is available from Xavier University at: http://www.xavier.edu/library/help/apa_guide.pdf

Evaluation/Grading Weights

Research articles – presentation – discussion - answering questions - **40%**

Summaries - information that is required if you miss a class - **20%**

Group Participation - **20%**

Attendance - **20%**

Grading Scale

A+ - 94-100 A- 90-93 B+ 87-89 B 84-86 B- 80-83 C+ 77-79 C - 74-76 D - 70-73 F - 0-69

Department's description of the letter grades is presented here:

- “A-” or above represents academic performance that is exceptional or significantly above expectations.
- “B” or above represents academic performance that meets or is somewhat above expectations.
“B-” or lower represents academic performance that is somewhat to significantly lower than expectations.

ACCOMMODATIONS

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via email to Cassandra Jones at jonesc20@xavier.edu , to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

REQUIRED READINGS

Human Resources in Healthcare: Managing for Success: (4th Ed.) Bruce J. Fried and Myron D. Fottler, Editors: Health Administration Press, Chicago; ISBN 978-1-56793-708 –4 pages and topics as assigned

Academic Honesty

“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 is not allowed! If you use more than three words written by someone else, I expect it to be in quotes. When you are writing you should use your own words and thoughts, not those of anyone else. You may not take a sentence and change one or two words and call it your own.

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

COURSE SYLLABUS

Class Date:	Topic:	Pre-class preparation	Notes:
1-14-20	Overview of the course Employee Lifecycle HR Competencies Credentialing of Healthcare Providers	Read Chapter 4 Research articles on Credentialing and Employee Lifecycle	Prepare for class discussion on both topics and presentation of research article and overview of Chapter 4 plus Employee Lifecycle research article. Research articles to be turned in night of class. If you work in a setting that does credentialing - ask the person who does credentialing: what is the most important part of credentialing. If you do not work in a setting that does not do credentialing answer the same question from reading the chapter.
1-21-20	HR Planning Organizational/Job Design Develop Job Descriptions	Read Chapter 1 and 6 Research Article on Job Design Bring to Class a Copy of Your Job Description	Prepare for class discussion on both Chapters - your research article and your Job Description. Job Description and research article to be turned in.

1-28-20	Interview and Selection	<p>Read Chapter 7 Talk to your employer and ask which position or positions are the hardest to recruit and ask:</p> <ul style="list-style-type: none"> ● How are they recruiting for this position ● What are they doing for retention 	<p>Prepare for discussion on Chapter 7 Write a summary from your discussion with your employer and be prepared to present to class.</p>
2-4-20	Healthcare Professionals Diversity	<p>Read Chapter 5 and 3 Research an article on Diversity within the Healthcare Industry and write a summary (from textbook) explaining the difference between profession and an occupation.</p>	<p>Prepare for discussion on both chapters and summary and research article. Summary and Article to be turned in.</p>
2-11-20	HR Laws Collective Bargaining	<p>Read Chapter 2 and 12 Research Article on Collective Bargaining and research a Case Study on HR Law</p>	<p>Prepare for discussion on both chapters. Present to the class a review of the Case Study for discussion and research article on Collective Bargaining. Case Study and Article to be turned in.</p>
2-18-20	Onboarding Training and Development Career Development	<p>Read Chapter 11 Talk to your employer and bring to class their onboarding plan. Research an article on Employee Engagement.</p>	<p>Prepare for discussion on Chapter 11 - onboarding plan - employee engagement article - change management mode and summary Turn in onboarding plan Turn in employee engagement article Guest Speaker</p>

2-25-20	Performance Management and Coaching	Read Chapter 8 Research Article on Employee Coaching Ask your employer for a copy of their employee evaluation - write a summary if you think it should be changed - why or not changed.	Prepare for discussion on Chapter 8 - research article and summary. Research article and summary to be turned in. Guest Speaker
3-3-20	Compensation and Benefits Nurse Workforce in Healthcare Organization	Read Chapter 9 - 10 -14 Research an article on compensation/benefits and Nurse Workforce in Healthcare Organizations	Prepare to discuss chapters 9 - 10 and 14 and research articles Research articles to be turned in
3-10-20	NO CLASS	Spring Break	
3-17-20	Employee Relations Change Management	Read Chapter 15 Change Management is incorporated in Chapter 11 - I have separated it out because of its importance. Research an article about Change Management - due a summary and answer these questions: <ul style="list-style-type: none"> ● Why is a change management model important ● What aspect of the model is most important to you Research article on Employee Relations	Prepared to discuss Chapter 15 - Research Article and Change Management Summary Prepare to discuss Case Study found in Chapter 15 - page 524 Research articles to be turned in and summary turned i
3-24-20	No Class	ACHE Congress	

3-31-20	Workforce Planning	Read Chapter 13 Research an article on: <ul style="list-style-type: none"> ● Workforce Planning ● Healthcare Delivery Model 	Be prepared to discuss Chapter 13 and research articles Research articles are to be turned in
4-7-201	Group Presentations	Please let me know your topic - so I can approve	There will be 6 groups and presentation will be 25 min. It is an expectation that the class will be able to ask questions about the presentation and provide feedback.

Options for Group Presentations:

Identify and present the business case for employee wellness (or population health strategies)

Resources and insights for effective team building and assimilation

Identify and present trends in healthcare recruitment and retention

Detail best practices of “employer of choice”.

Impact of four different generations in the workforce on the organization

Employee Engagement

Implementing a Change Management Model

Make sure your team topic is approved before working on it (each individual group must have a different topic).