Course: MBA640 Healthcare Management
Credit: 4 Quarter Hours   **Method of Delivery:** Classroom and eLearning

Course Description: This course evaluates the application of managerial theories in the healthcare setting. Students will elaborate on planning techniques that impact staffing, time management, and delegation. Scenarios will be appraised related to decisions made for hiring, disciplinary action, performance evaluation, and termination. Emerging trends in healthcare will be explored and students will formulate opinions regarding the potential influence of those trends.
Prerequisite: None

Text: Managing Health Services Organizations and Systems 6th ed.;
    Cases in Health Services Management
Author(s): Longest & Darr; Darr, Farnsworth, & Myrtle
Publisher: Health Professions Press

Materials needed for this course:
    Additional Supplies: None
    Hardware/Software and Equipment: None

Topics:
1. Healthcare in the United States
2. Types and Structures of Health Services Organizations and Systems
3. Healthcare Technology
4. Ethics and Legal Environment in Healthcare
5. Practice Management in Health Services Organizations and Systems
6. Managerial Problem Solving and Decisions
7. Theory of Quality and Performance
8. Implementation of Quality and Process Improvement
9. Strategy and Systems Theory
10. Marketing in Healthcare
11. Allocation of Resources
12. Organizational Design of Healthcare
13. Healthcare Leadership
14. Communication

Learning Objectives: Upon completion of this course, the student will be able to:
1. Critically analyze healthcare applications of existing management theories, integrating healthcare management theories with real world situations.
2. Ascertain factors affecting health using Blum's model
3. Describe the Precede-Proceed planning model to deliver comprehensive healthcare
4. Explicate the ethical principle that affect HSO's and managers
5. Conceptualize how improving quality must have a community focus
6. Appreciate the importance of communicating effectively with internal and external stakeholders
7. Understand key organization design concepts
8. Understand how to conduct a situational analysis, including external and internal environmental analyses
9. Recognize the regulatory requirements affecting patient and staff safety

10. Create viable healthcare concepts as they relate to problems in healthcare delivery.
11. Investigate current issues and problems related to healthcare in the United States and derive potential solutions.

Midstate Grading scale:

90 - 100   A
80 - 89   B
70 - 79   C
60 - 69   D
 0 - 59   F

Activity Type	Number of Assignments	% of Grade
Discussion Forums 2 per week (Weeks 1 – 5 and 7-12)	**22**	**15%**
Individual Assignments *Case Studies, Etc.*	**16**	**25%**
Weekly Reading Discussion Questions	**10**	**25%**
Midterm Exam and Final Project *Papers/Assignments will be submitted prior to the final class. Students will give individual presentations on their papers. The instructor will grade both the paper and the presentation with a rubric (provided to the student at the beginning of the term).* **(Weeks 6 & 12)**	**2**	**35%**
TOTAL		**100%**

Midstate Plagiarism Policy:
Plagiarism is using another person's words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of an electronic resource which compares the student's writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success:
The Office of Student Success is available to students seeking tutoring for individual classes or who need assistance with writing assignments. Information is also available on test taking techniques, how to take

notes, developing good study skills, etc. Contact Student Success in Room 218 (in person); (309) 692-4092, extension 2180 (phone); studentsuccess@midstate.edu (email).

Assignments by Cognitive Domain and Course Learning Outcomes:

Cognitive Domain	% of Course	Course Learning Objectives	Assignments
Comprehension/ Knowledge	**10%**	• Describe the Precede-Proceed planning model to deliver comprehensive healthcare • Appreciate the importance of communicating effectively with internal and external stakeholders • Understand key organization design concepts • Understand how to conduct a situational analysis, including external and internal environmental analyses	• **Discussion Forums** • **Read Book Chapters** • **Individual Assignment(s)** • **Problem Based Learning** • **Midterm** • **Final Project**
Application	**20%**	• Ascertain factors affecting health using Blum's model • Describe the Precede-Proceed planning model to deliver comprehensive healthcare • Appreciate the importance of communicating effectively with internal and external stakeholders • Understand key organization design concepts • Understand how to conduct a situational analysis, including external and internal environmental analyses • Recognize the regulatory requirements affecting patient and staff safety	• **Discussion Forums** • **Individual Assignments** • **Problem Based Learning** • **Midterm** • **Final Project**
Analysis	**20%**	• Ascertain factors affecting health using Blum's model • Describe the Precede-Proceed planning model to deliver comprehensive healthcare • Appreciate the importance of communicating effectively with internal and external stakeholders • Understand key organization design concepts • Understand how to conduct a situational analysis, including external and internal environmental analyses	• **Discussion Forums** • **Individual Assignments** • **Problem Based Learning** • **Midterm Exam** • **Final Project**

		• Recognize the regulatory requirements affecting patient and staff safety • Critically analyze healthcare applications of existing management theories, integrating healthcare management theories with real world situations.	
Evaluation	**20%**	• Ascertain factors affecting health using Blum's model • Describe the Precede-Proceed planning model to deliver comprehensive healthcare • Appreciate the importance of communicating effectively with internal and external stakeholders • Understand key organization design concepts • Understand how to conduct a situational analysis, including external and internal environmental analyses • Recognize the regulatory requirements affecting patient and staff safety • Critically analyze healthcare applications of existing management theories, integrating healthcare management theories with real world situations. • Explicate the ethical principle that affect HSO's and managers • Conceptualize how improving quality must have a community focus	• **Individual Assignments** • **Problem Based Learning** • **Midterm Exam** • **Final Project**
Creating/ Synthesis	**30%**	• Critically analyze healthcare applications of existing management theories, integrating healthcare management theories with real world situations. • Ascertain factors affecting health using Blum's model • Describe the Precede-Proceed planning model to deliver comprehensive healthcare • Explicate the ethical principle that affect HSO's and managers • Conceptualize how improving quality must have a community focus • Appreciate the importance of communicating effectively with internal and external stakeholders • Understand key organization design concepts	• **Final Project**

		• Understand how to conduct a situational analysis, including external and internal environmental analyses • Recognize the regulatory requirements affecting patient and staff safety • Create viable healthcare concepts as they relate to problems in healthcare delivery. • Investigate current issues and problems related to healthcare in the United States and derive potential solutions.	

Discussion Forums:

Getting Started Discussion Post: Students are required to create an initial post at the beginning of each course. In the initial post, students will do the following:

1. Provide a short introduction of him/herself;
2. Explain his/her personal or professional experiences encountered that relate to the general topic(s) of the course; and
3. Review course and state how the course may be relevant to his/her own professional experiences and interests.

All Discussion Forums (Weekly):

Initial Post (For Each Week): Students are required to post an initial response to the question/prompt for the week. The initial post must be at a minimum of 300 words. The initial post must include at least two references. References must be cited at the end of every post. Your original post must be submitted by Thursday at 9pm for full credit in order to give classmates times for responses.

Response Posts (For Each Week): Students must reply and/or make comments to a minimum of two peers. Posts must be at least 150 words. Reference(s) (minimum of one) must be cited.

Replies/responses to the professor will count as one Response Post. You must respond to the professor each time he/she asks a question or asks for more information. Regardless of the number of replies back and forth, all responses from the student (under the same discussion post) count as one response post.

The discussion rubric will be used to access student contributions to the discussions each week. Points will be derived from the student's comprehensive initial post and response posts, including but not limited to, the student's ability and effectiveness at raising questions, extending the discussion, and using resources that contribute to the topic(s). The success of the discussion forum comes from all learners. We encourage each student to share ideas, opinions, and concepts, and use resources to substantiate his/her position (as needed).

Getting Started Rubric

Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
Comprehension	Develops an initial post with an organized, clear point of view or idea using rich and significant detail (18-20)	Develops an initial post with a point of view or idea using appropriate detail (16-17)	Develops an initial post with a point of view or idea but with some gaps in organization and detail (14-15)	Does not develop an initial post with an organized point of view or idea (0-13)	20
Timeliness		Submits initial post on time (8-10)	Submits initial post one day late (7)	Submits initial post two or more days late (0-6)	10
Engagement	Provides relevant and meaningful response posts with clarifying explanation and detail (18-20)	Provides relevant response posts with some explanation and detail (16-17)	Provides somewhat relevant response posts with some explanation and detail (14-15)	Provides response posts that are generic with little explanation or detail (0-13)	20
Critical Thinking	Draws insightful conclusions that are thoroughly defended with evidence and examples (25-30)	Draws informed conclusions that are justified with evidence (21-24)	Draws logical conclusions (18-23)	Does not draw logical conclusions (16-17)	30
Writing (Mechanics)	Initial post and responses are easily understood, clear, and concise using proper citation methods where applicable with no errors in citations (18-20)	Initial post and responses are easily understood using proper citation methods where applicable with few errors in citations (16-17)	Initial post and responses are understandable using proper citation methods where applicable with a number of errors in citations (14-15)	Initial post and responses are not understandable and do not use proper citation methods where applicable (0-13)	20
Total					**100%**

Adapted from original source: Southern New Hampshire University. (2017). Retrieved from www.snhu.edu.

	Discussion Rubric				
Critical Elements	**Exemplary**	**Proficient**	**Needs Improvement**	**Not Evident**	**Value**
References	Ties personal experiences to the concepts being studied, providing an orderly, brief version of the experience, with points stated clearly (9-10)	Ties personal experiences to the concepts being studied, providing a somewhat rambling version of the experience, with points stated (8)	Summarizes the concepts being studied with no ties to personal experiences (7)	Either did not post to the discussion or failed to accurately summarize concepts or tie them to personal experience (0-6)	10
Critique	Engages in collegial debates with peers and instructor (18-20)	Engages in collegial debates with selected peers only (16-17)	Dominates the discussion or is closed to differing points of view (14-15)	Student "lurks" in the forum, but no discussion postings are provided (0-13)	20
Originality	Avoids repeating in a different form points made by others (18-20)	Clarifies points made by others (16-17)	Rephrases ideas presented by others (14-15)	Agrees with what others say but offers no other response (0-13)	20
Evidence	Shows evidence of having completed, understood, and applied the readings and external resources, and provides appropriate citations (9-10)	Shows evidence of having completed and understood the readings and conducted some external research, but does not provide appropriate citations (8)	Shows some evidence of having completed the readings. No evidence of external research (7)	No evidence of completing the readings provided (0-6)	10
Argument	Objectively follows the evidence and the reasoning supports the argument	Objectively follows the evidence, but the reasoning provided in the argument is incomplete or	Exhibits closed-mindedness or hostility to reason (14-15)	Did not enter the discussion, or posted an initial thread and then failed to participate in	20

	(18-20)	inconsistent with the view (16-17)		the ongoing discussion (0-13)	
Questions	Poses real-life questions or challenges that emerge from the discussion material that shape an informed conclusion (18-20)	Poses real-life questions or challenges that are loosely related to the discussion materials, and attempts to shape an informed conclusion (16-17)	Repeats questions or challenges posed in the discussion materials and repeats the conclusions presented by the authors (14-15)	No evidence of critical thinking (0-13)	20
				Earned Total	**100%**
Adapted from original source: Southern New Hampshire University. (2017). Retrieved from www.snhu.edu.					

Case Study Responses:

Responses to the case studies must show thought, application, analysis, evaluation, and synthesis of the situation or problem presented. Students are required to write a well thought out graduate level response to each case study that requested. The response must be a minimum of 2 pages

Case Study Rubric

Criterion	Strong (3)	Average (2)	Weak (1)
Identification of Main Issues or Problem	Identifies and demonstrates a sophisticated understanding of the main issues/problems in the case study.	Identifies and demonstrates an accomplished understanding of most of the issues/problems.	Identifies and demonstrates acceptable understanding of some of the issues/problems in the case study.
Analysis and Evaluation of Issues or problem	Presents an insightful and thorough analysis of all identified issues/problems; includes all necessary calculations.	Presents a thorough analysis of most of the issues identified; missing some necessary calculations.	Presents a superficial or incomplete analysis of some of the identified issues; omits necessary calculations.
Recommendations on effective solutions/ strategies	Supports diagnosis and opinions with strong arguments and well documented evidence; presents a balanced and	Supports diagnosis and opinions with limited reasoning and evidence; presents a somewhat one-sided	Little or no action suggested and/or inappropriate solutions proposed to the issues in the case study.

	critical view; interpretation is both reasonable and objective.	argument; demonstrates little engagement with ideas presented.	
Links to course readings and additional research	Makes appropriate and powerful connections between identified issues/problems and the strategic concepts studied in the course reading and lecture.	Makes appropriate and somewhat vague connections between identified issues/problems and concepts studied.	Makes inappropriate or little connection between issues identified an dthe concepts studied in the readings.
Writing mechanics and formatting guidelines	Demonstrates clarity, conciseness and correctness; formatting is appropriate and writing is free of grammar and spelling errors	Occasional grammar or spelling errors, but still a clear presentation of ideas; lacks organization.	Writing is unfocused, rambling, or contains serious errors; poorly organized and does not follow specified guidelines.

Individual Assignments:

Students are required to submit individual assignments on the weeks specified under assignment details. The individual assignment is a graduate-level paper that includes a cover page, written material, and a reference page. References must all be within the last seven years. Only "source document" references considered to be "seminal sources" are allowed to be older than seven years old.

Papers are to be 3-5 pages (not including the cover or reference page), succinct, informative, and written at the graduate level.

The paper must show understanding, application, and analysis. Superior papers will include the levels of evaluation and possibly creation (as applicable).

Rubric for Individual Assignment:
Individual student performance data from individual assignments will employ this rubric to assess Program Learning Objectives (PLO) #5: apply theories of organizational behavior and strategic planning to create solutions for complex business challenges and (PLO) #6:create a leadership model and apply managerial theories to meet the ethical, environmental, and motivational needs of the organizational and stakeholders.

Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
Individual / Group (PBL) Assignments Rubric					
Main Elements	Includes all of the main elements and requirements and cites multiple examples to illustrate each element (23-25)	Includes most of the main elements and requirements and cites many examples to illustrate each element (20-22)	Includes some of the main elements and requirements (18-19)	Does not include any of the main elements and requirements (16-17)	25
Inquiry and Analysis	Provides in-depth analysis that demonstrates complete understanding of multiple concepts (18-20)	Provides in-depth analysis that demonstrates complete understanding of some concepts (16-17)	Provides in-depth analysis that demonstrates complete understanding of minimal concepts (14-15)	Does not provide in-depth analysis (0-13)	20
Integration and Application	All of the course concepts are correctly applied (9-10)	Most of the course concepts are correctly applied (8)	Some of the course concepts are correctly applied (7)	Does not correctly apply any of the course concepts (0-6)	10
Critical Thinking	Draws insightful conclusions that are thoroughly defended with evidence and examples (18-20)	Draws informed conclusions that are justified with evidence (16-17)	Draws logical conclusions, but does not defend with evidence (14-15)	Does not draw logical conclusions (0-13)	20
Research	Incorporates at least two scholarly/technical resources effectively that reflect depth and breadth of research (14-15)	Incorporates at least two resources effectively that reflect depth and breadth of research (12-13)	Incorporates at least one resource that reflects depth and breadth of research (11)	Does not incorporate scholarly resources that reflect depth and breadth of research (0-10)	15
Articulation of Response	Submission is properly cited, free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format (9-10)	Submission has no major errors related to citations, grammar, spelling, syntax, or organization (8)	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact	10

			(7)	readability and articulation of main ideas (0-6)	
				Earned Total	**100%**
Adapted from original source: Southern New Hampshire University. (2017). Retrieved from www.snhu.edu.					

Problem Based Learning

Problem based learning includes case studies or additional resources that show the application, analysis, evaluation and synthesis of the issue(s) presented. The paper must be at least six pages but no more than ten pages (not including the cover/reference pages). A minimum of three peer- reviewed articles per group member must be included on the reference page. Students will also be required to make an oral presentation.

Group members will be assigned. For every assignment, the group must identify a mutually agreed upon time to meet (in person and/or virtually) to divide and conquer. Students should ensure each peer as an equal part of the assignment. A "Group Leader" should be selected for each assignment (please rotate this position). The Group Leader will be responsible for reviewing the components, completing final edits, and submitting the paper on behalf of the group. Other group members can assist with the reviewing/editing, but only one paper can be submitted on behalf of the group.

Midterm Exam

The midterm exam will address the following learning objectives:

1. Critically analyze healthcare applications of existing management theories, integrating healthcare management theories with real world situations.

The exam will be both essay and short answer.

MBA 640 Healthcare Management
Final Project

For the final project, you will be analyzing a book and creating a presentation on a particular topic related to Healthcare. The purpose of this project is to give you the opportunity to apply what we have learned/ are learning in MBA 640 (through the course textbook, lectures, supplemental materials, etc).

Process:

The project (final paper and presentation) is part research and part application. You will go through the following process:
1. Choose from the approved reading options one of the books and notify the instructor of your reading choice.
2. Read your chosen text and conduct any research on topic/case that you may wish.
3. Apply what you have read in your text to concepts that you have learned in class. You do not need to try to apply it to much more than one or two concepts, unless they naturally fit, because you should focus on depth (instead of breadth) of application.

4. Write a final paper
   - See requirements below in the grading rubric
5. Create final presentation – YouTube video
   - See requirements below in oral presentation rubric and instruction video in the classroom.
6. Teach the class about your topic!
   a. On Campus will present to class
   b. Online will post YouTube video to discussion post.

Final Project Paper (200pts) – Due Week 10
Requirements:
1. **APA Format**
   o Cover page,
   o abstract page,
   o works cited page (in APA style)
   o header and page numbers
   o OPTIONAL - appendix (if needed)

2. **Length** – 4-6 pages double spaced (NOT including cover page, works cited, and optional appendix)
3. **Sources**- You need a minimum of your chosen text as a source.

Content: Your paper should have three major pieces:
1. **Review of your book** *(roughly 2 pages)*
2. **Application to course concepts** *(roughly 2 pages)*
3. **Real-world implications** *(roughly 2 pages)*

Final Project Presentation (200pts): – Due Week 12
Presentation Requirements
o Power Point slides: 10 (Minimum) to 20 slides (Maximum)
o Limited words on each slide (no reading your slides)
o Exported as a video (MP4) and uploaded to Youtube (Requires google/YouTube account)
o Video must be uploaded by Wednesday of Week 12 for full credit to be awarded.

Presentation Content:
The presentation an overview of your final project! This is a much more interesting and fun way for you to teach your classmates!
   a. Take the audience on the same journey you went through in working through this final project.
   b. What did you learn? Take the audience through a recap of the book topic, how it relates to healthcare, and real-world implications you found though doing the project.
   c. It can be fun, conversational, playful, and can actually discuss why the book and concept is important?

This is a much more interesting and fun way for you to teach your classmates! You will be sharing your with your classmates in Week 12 discussion, and responding to their questions.

Final Paper-	**50%**
Final Presentation –	**50%**

Approved Reading List (Choose 1 title):
Instructor Reserves the Right to decline your choice if someone else has already chosen your title.

Author	Title	ISBN
Baier, Sue	Bed Number Ten	978-0030029974
Rosenthal, Elisabeth	An American Sickness: How Healthcare Became Big Business and How you can take it back	978-1594206757
Bradley, Elizabeth	The American Health Care Paradox: Why Spending More is Getting Us Less	978-1610392099
Gawande, Atul	Being Mortal	978-0805095159
Kalanithi, Paul	When breath becomes Air	978-0812988406
Koelliker, David Paul	Everybody Needs a Brain Tumor	978-0692993118
Fuller Torrey, E.	American Psychosis: Hoe the Federal Government Destroyed the Mental Illness Treatment System	978-0199988716
Kelley, Maggie; Callanan, Patricia	Final Gifts	978-0553378764
Barnas, Kim	Beyond Heroes: A Lean Management System for Healthcare	978-0984884827
Sheff, David	Beautiful boy: A father's Journey through his son's addiction	978-0547203881

Final Project Rubric					
Critical Elements	**Exemplary**	**Proficient**	**Needs Improvement**	**Not Evident**	**Value**
Main Elements	Includes almost all of the main elements and requirements and cites multiple examples to illustrate each element (23-25)	Includes most of the main elements and requirements and cites many examples to illustrate each element (20-22)	Includes some of the main elements and requirements (18-19)	Does not include any of the main elements and requirements (0-17)	25
Inquiry and Analysis	Explores multiple issues through extensive collection and in-depth analysis of evidence to make informed conclusions (18-20)	Explores some issues through collection and in-depth analysis of evidence to make informed conclusions (16-17)	Explores minimal issues through collection and analysis of evidence to make informed conclusions (14-15)	Does not explore issues through collection and analysis of evidence and does not make informed conclusions (0-13)	20
Integration and Application	All of the course concepts are correctly applied (9-10)	Most of the course concepts are correctly applied (8)	Some of the course concepts are correctly applied (7)	Does not correctly apply any of the course concepts (0-6)	10

Critical Thinking	Demonstrates comprehensive exploration of issues and ideas before accepting or forming an opinion or conclusion (18-20)	Demonstrates moderate exploration of issues and ideas before accepting or forming an opinion or conclusion (16-17)	Demonstrates minimal exploration of issues and ideas before accepting or forming an opinion or conclusion (14-15)	Does not demonstrate exploration of issues and ideas before accepting or forming an opinion or conclusion (0-13)	20
Recommendation	Offers extensive alternative solutions via plan of action by applying respective theories (14-15)	Offers extensive alternative solutions via plan of action (12-13)	Attempts to offer an alternative solution via plan of action (11)	Fails to offer an alternative solution via plan of action (0-10)	15
Writing (Mechanics/Citations)	No errors related to organization, grammar and style, and citations (9-10)	Minor errors related to organization, grammar and style, and citations (8)	Some errors related to organization, grammar and style, and citations (7)	Major errors related to organization, grammar and style, and citations (0-6)	10
				Earned Total	**100**
Comments:					

Midstate College Oral Communications Rubric					
Term: Date:	**Evaluator:**	**Student's Name and Degree Program:**			
General Education Objective 1: Optimize written and oral communication by composing coherent essays, critical analyses, research papers, and documents, and delivering organized and coherent speeches and presentations using appropriate language, grammar, and documentation.					
Dimension	**Beginning** **(1 point)**	**Developing** **(2 points)**	**Competent** **(3 points)**	**Accomplished** **(4 points)**	**TOTAL Points**
Introduction (1)	☐ Introduction is undeveloped with one or fewer elements addressed.	☐ Introduction is not fully developed, only two of the five elements addressed.	☐ Introduction is not fully developed, only three/four of five elements addressed.	☐ Introduction is fully developed, all five elements addressed.	
Introduction (2)	No attention getter.	Attention getter is inappropriate to presentation.	Attention getter is appropriate but not sufficiently stressed.	Attention getter is well suited to the presentation topic and presented effectively.	
Introduction (3)	Topic not identified	Topic is identified.	Topic is creatively identified.	Topic is creatively identified and	

				ignites audience interest.	
Introduction (4)	Credibility not established	Credibility is mentioned but is not relevant to the topic.	Credibility is presented but is somewhat unclear.	Credibility is clearly presented by speaker and relevant to the topic.	
Introduction (5)	Main points not noted or unclear.	Some main points are unclear or not sufficiently identified.	Main points are well stated.	Main points are well stated and audience can follow logic.	
Body (1)	☐ Audience cannot follow presentation due to absence of logical development and unclear organization. Presentation is choppy and disjointed; no apparent logical order of presentation.	☐ Audience has difficulty following presentation. No consistent, logical organizational pattern can be identified (chronological, topical, spatial, cause/effect, problem/solution). Speaker jumps around topics. Several points are confusing.	☐ Audience can follow presentation. Speaker follows an organizational pattern (chronological, topical, spatial, cause/effect, problem/solution), although somewhat illogically. Most information presented in logical sequence. A few minor points may be confusing.	☐ Audience can easily follow presentation. Speaker follows a logical organizational pattern (chronological, topical, spatial, cause/effect, problem/solution). Speaker presents information in logical, interesting sequence.	
Body (2)	☐ Minimal or no transitions (links) used. Speaker uses ineffectual transitions that rarely connect points; cannot understand presentation because there is no sequence for information.	☐ Weak transition (links) with abrupt shifts from part to part. Some transitions are included to connect key points, but there is difficulty in following presentation.	☐ Satisfactory transition (links); points lead from one part to the next with some abrupt shifts. Includes transitions to connect key points but needs better transitions from idea to idea.	☐ Excellent transition (links), points logically lead to next point of presentation. Effectively includes smooth, clever transitions which are succinct but not choppy in order to connect key points.	
Conclusion (1)	☐ Does not bring closure; the audience is left hanging. Ends without a summary or conclusion.	☐ Brings closure, underdeveloped. Ends with a summary or conclusion; little evidence of evaluating content based on evidence.	☐ Cues the audience that end of speech is at hand and brings closure. Ends with a summary of main points showing some evaluation of the evidence presented.	☐ Cues the audience that end of speech is at hand; brings closure; memorable. Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.	
				Total: Organization	
The following Areas of Assessment (Dimensions) Target: Supporting Materials - This includes any research required and visual aids.					

Dimension	Beginning (1 point)	Developing (2 points)	Competent (3 points)	Accomplished (4 points)	TOTAL Points
Research(1)	☐ Little or no use of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make no reference to information or analysis.	☐ Supporting materials (explanation, examples, illustrations, statistics, analogies, quotations from relevant authorities) make inappropriate reference to information or analysis	☐ Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis.	☐ A variety of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis	
Research (2)	☐ Materials do not or minimally support the presentation or establish the presenter's credibility/authority on the topic.	☐ Materials partially support the presentation or establish the presenter's credibility/authority on the topic.	☐ Materials generally support the presentation or establishe the presenter's credibility/authority on the topic.	☐ Materials significantly support the presentation or establish the presenter's credibility/authority on the topic.	
Research (3)	Speaker did not utilize resources effectively; did little or no fact gathering on the topic.	Speaker used the materials provided in an acceptable manner but did not consult any additional resources.	Speaker did a good job of researching utilized materials provided to their full potential; solicited more than (insert number) types of research to enhance project; at times took the initiative to find additional information.	Speaker went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than (insert number) types of resources to make project effective.	
Visual Aids (1)	☐ No visual aids	Significant problems with visual aids, only one or two elements addressed.	☐ Minor problems with visual aids, three or four elements addressed.	☐ Visual aids well chosen and presented, all five elements addressed.	
(slides, posters, handouts, computer-generated materials, transparencies, etc. *Visual Aids (2)*		occasional use of graphics that rarely support presentation thesis; visual aids were not colorful or clear; lacks smooth transition from one medium to another.	graphics related and aided presentation thesis. Media not varied and not well connected to presentation thesis.	graphics are designed to reinforce the presentation thesis and maximize audience understanding; use of media is varied and appropriate	

				with media not being added simply for the sake of use.	
Visual Aids (3)		Font is too small to be easily seen.	Font size is appropriate for reading.	Fonts are colorful and large enough to be seen by all, even those in the back of the class.	
Visual Aids (4)		Communication aids are poorly prepared or used inappropriately. Too much information included. Unimportant material is highlighted.	Appropriate information is prepared. Some important points are not supported by visual aids.	Media are prepared in a professional manner. Details are minimized so that main points stand out.	
Visual Aids (5)		Typographical errors present.	No typographical errors.	No typographical errors.	
Visual Aids (6)		Visual aids not well thought out and haphazard.	Visual aids support important material.`	Visual aids are attractive and eye catching.	
				Total: Supporting Materials	

	The following Area of Assessment (Dimension) targets: Delivery - This includes delivery techniques.				
Dimension	**Beginning** **(1 point)**	**Developing** **(2 points)**	**Competent** **(3 points)**	**Accomplished** **(4 points)**	**TOTAL Points**
Delivery (1)	☐ Delivery techniques do not enhance the presentation, little or no contact.	☐ Delivery techniques make the presentation understandable, only one or two elements addressed.	☐ Delivery techniques make the presentation interesting, three or four elements addressed.	☐ Delivery techniques make the presentation compelling, all five elements addressed.	
Delivery (2)	posture (slouches and/or does not look at people during the presentation).	posture (sometimes stands up straight and establishes eye contact, but less than 50% of the time).	posture (stands up straight and establishes eye contact with everyone in the room during the presentation, less than 75% of the time).	posture (stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation virtually all the time, except for brief glances at note cards).	
Delivery (3)	gestures (no gestures).	gestures (hand movements are contrived and mechanical).	gestures (hand movements coordinate well with speech verbiage).	gestures (hand gestures and movements provide appropriate	

Dimension				emphasis and definition).	
Delivery (4)	vocal expressiveness (often mumbles or cannot be understood).	vocal expressiveness (speaks clearly and distinctly 85% - 94% of the time.	vocal expressiveness (speaks clearly and distinctly 95%-99% of the time.	vocal expressiveness (speaks clearly and distinctly 100% of the time.	
Delivery (5)	mispronounces more than six words.	mispronounces five or six words.	mispronounces three or four words.	mispronounces only one or two words.	
				Total: Delivery	

The following Area of Assessment (Dimension) targets: Relating to the Audience - This includes presentation skills and interaction with the audience.					
Dimension	**Beginning** **(1 point)**	**Developing** **(2 points)**	**Competent** **(3 points)**	**Accomplished** **(4 points)**	**TOTAL Points**
Relating to the Audience (1)	☐ Speaker reads 80% or more of the time from the visuals or notes.	☐ Speaker reads 40%-80% of the time from the visuals or notes.	☐ Speaker reads 10-40% of the time from the visuals or notes.	☐ Speaker reads less than 10% of the time from the visuals or notes.	
Relating to the Audience (2)	☐ Presentation is incoherent; audience lost interest.	☐ Some related facts but speaker went off topic and lost the audience.	☐ Speaker presented facts with some interesting "twists"; held the audience's attention 85% of the time.	☐ Speaker held the audience's attention throughout (95% - 100%) of the time.	
Relating to the Audience (3)	☐ Speaker demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions.	☐Speaker demonstrates some knowledge of rudimentary questions by responding accurately to questions.	☐Speaker demonstrates knowledge of the topic by responding accurately and appropriately addressing questions. At ease with answers to all questions but fails to elaborate.	☐ Speaker demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions.	
				Total: Relating to Audience	
Total Rating of Competency Levels					
Total Rating of Dimensions					

Instructor: Dr. Amber Schappaugh   **Room/phone: 205**
Midstate email: aschappaugh@midstate.edu   **Office Hours: See Website**

Policies and Procedures: You are expected to participate in several conference discussions/homework assignments relating to the subject materials for the week. Discussions will take place as assigned by the faculty member. You will read, analyze, and respond to questions and comments from the faculty member and the fellow students.
    Computer Problems and Saving Work:

Computers are known to break down and do other unpredictable things. You are responsible to take all precautions and have contingency plans in place in case of such mishap. Computer problems are NOT valid excuses for late work. It is recommended that you create and save back up files to either a CD or another electronic storage device for every piece of work you complete for this class. Saving duplicate copies of your work to an external device will ensure that a computer glitch or a glitch in cyberspace won't erase your efforts. If you have problems, please contact Tech Support (692-4883) immediately.

<u>Extended Sickness and Personal Circumstances:</u>

Success in this course requires regular and consistent participation. If you find yourself in a situation in which this is a problem, you should contact the instructor as soon as possible to discuss your ability to complete the course. If necessary, you will be encouraged to meet with your advisor to discuss your options which may include withdrawing from the course and retaking it when your circumstances have improved.

Participation Requirements:

<u>Initial Post</u> (For Each Week): Students are required to post an initial response to the question/prompt for the week. The initial post must be at a minimum of 300 words. The initial post must include at least two references. References must be cited at the end of every post. Your original post must be submitted by Thursday at 9pm for full credit in order to give classmates times for responses.

<u>Response Posts</u> (For Each Week): Students must reply and/or make comments to a minimum of two peers. Posts must be at least 150 words. Reference(s) (minimum of one) must be cited.

Week 1
   Topics: Healthcare in the U.S.
   Objectives: Understand the health policy and regulatory processes
                 Detail the importance and effect of accreditation in health services
                 Compare the roles of various organizations in delivery of health services
                 Investigate current issues and problems related to healthcare in the United States and
                 derive potential solutions.
   Assignments: Read Chapter 1 Pages 3-54
                 Discussion Questions 1, 2, 6, and 9
                 In the Cases in Health Services Management Book Complete case 10 on page 66
                 and case 11 on Page 73
   Discussion: 1. Describe how licensure, registration, and certification are different. What are the
advantages and disadvantages of each from the standpoint of providers and consumers?
                 2.   Discuss case number 2 on page 52 in your text
                 3.   Zoom Meeting Thursday 8pm

Week 2
   Topics: Types & Structures of Health Services
   Objectives: Compare & contrast the services delivery roles of types of HSOs prominent healthcare.
       Understand the structure and role of health systems with emphasis on governance
       Investigate current issues and problems related to healthcare in the United States and derive
       potential solutions.
   Assignments: Read Chapter 2 Pages 66-123
                 Discussion questions 1, 2,9,10
                 In the Cases in Health Services Management Book Complete case 7 on page 107
                 and case 26 on page 175
                 Send email to instructor to identify choice of book for your final review project.
   Discussion: 1. Federal reimbursement for medical services provided in several types of HSOs was
referenced in this chapter. Identify why federal reimbursement is important and the implications it has
for managing these HSOs.
2. Discuss case number 2 on page 120 in your text

Week 3
   Topics: Healthcare Technology
   Objectives: Describe the development of healthcare technology
       Understand the benefits, costs, and assessment of technology
       Comprehend the prospects for the future of healthcare technology
       Investigate current issues and problems related to healthcare in the United States and derive
       potential solutions.
   Assignments: Read Chapter 3 Pages 134- 172
                 Discussion questions 2, 3, 5, 6, 8
                 In the Cases in Health Services Management Book Complete case 23 page 159 and
                 Case 24 page 365
   Discussion: 1. The electronic health record promises to revolutionize the delivery of health services.
Identify the advantages and disadvantages for the patient and the providers.
2. Discuss case number 3 page 171 in your text

Week 4
   Topics: Ethical and Legal Environment
   Objectives: Compare and contrast several moral philosophies
Explicate the ethical principles that affect HSOs and managers
Comprehend types of administrative and clinical ethics issues

Understand the effects of law and regulation on managers and HSOs
Investigate current issues and problems related to healthcare in the United States and derive potential solutions.

Assignments: Read Chapter 4 Pages 183-238
   Discussion questions 2, 3, 5, 6, 7
   In the Cases in Health Services Management Book Complete case 29 Page 189
   (Incident numbers 1,3,7,9,10, and 12)
Discussion: 1. What is euthanasia? What are the types of euthanasia? Distinguish euthanasia from Physician Assisted Suicide. Develop brief scenarios that highlight the differences between different types of euthanasia and Physician Assisted Suicide.
2. Discuss case number 4 page 238 in your text
3. Zoom Meeting Thursday 8pm

Week 5
   Topics: Practice Management & Managerial Problem Solving and Decision Making
   Objectives: Understand organizational culture, philosophy, and performance
      Discuss management work in terms of functions, skills, roles, and competencies
      Formulate a problem statement
      Comprehend the uses, benefits, and risks of group problem solving
      Investigate current issues and problems related to healthcare in the United States and derive potential solutions.
   Assignments: Read Chapters 5 and 6 Pages 251-321
      Discussion questions chapter 5: 3, 5, 6
      Discussion questions chapter 6: 1, 4, 7
      In the Cases in Health Services Management Book Complete case 8 Page 46 and case 28 Page 183
   Discussion: 1. What relationship do managers have to the input-conversion-output perspective?
      2. Explain why decision making is integral to the management functions. Identify the three managerial decision, classifications, and give examples of each.

Week 6
   Topics: Midterm
   Objectives: Critically analyze healthcare applications of existing management theories, integrating healthcare management theories with real world situations.
      Ascertain factors affecting health using Blum's model
      Describe the Precede-Proceed planning model to deliver comprehensive healthcare
      Explicate the ethical principle that affect HSO's and managers
   Assignments: Midterm Exam; essay and short answer
   Discussion: None

Week 7
   Topics: The Quality Imperative: The Theory
   Objectives: Identify quality improvement theorists and the contributions they made
      Describe the development and application of quality improvement theory
      Understand the importance of quality in health service delivery
   Assignments: Read Chapter 7 pg 325-361
      Discussion Questions 3, 4, 6, and 9
      In the Cases in Health Services Management Book Complete case 6 page 91
   Discussion: 1. How do HSO's interact with their communities and why it is important?
      2.   What were the important changes in health service delivery during the 1980-1990's   that stimulated HSOs/HSs to adopt the philosophy of CQI?
      3.   Zoom Meeting Thursday 8pm

Week 8
   Topics: The Quality Imperative: Implementation
   Objectives: Explain the role of process improvement in improving quality
              Identify the tools used in the improvement process
              Understand the regulatory requirements affecting patient and staff safety
              Explain how HSOs organize to prevent and resolve safety problems
   Assignments: Read Chapter 8 pages 367-414
              Discussion questions 1, 3, 5, 7, 10
              In the Cases in Health Services Management Book Complete case 9 page 141 and
              Case 16 page 245
   Discussion: 1. What are the benefits and risks of benchmarking?
              2. What do patient and worker safety have in common?

Week 9
   Topics: Strategizing and Marketing
   Objectives: Understand the relationship of planning to strategizing
              Diagram and discuss the strategizing process
              Discuss how managers select strategies and the concept of strategic control
              Define marketing mix and describe the 4 Ps of marketing
              Discuss Porter's 5 Forces model
   Assignments: Read Chapters 9 and 10 pages 421-494
              Discussion questions chapter 9; #3, 5, 7, 9
              Discussion questions chapter 10; # 2, 3, 4, 7, 8
              In the Cases in Health Services Management Book Complete case 12 page 181 and
              Case 25 page 379
   Discussion: 1. Discuss strategic control
              2. What is ethics in marketing and why is it important?

Week 10
   Topics: Controlling & Allocating Resources
   Objectives: Explain a control model
              Comprehend the basics of human resources management and its role in control
              Distinguish between formal and informal aspects of organization designs
              Understand the key organization design concepts
   Assignments: Read chapters 11 pages 497 - 573
              Discussion questions chapter 11: # 4,7,8,9, 10, 11, 14, 16, 18
              In the Cases in Health Services Management Book Complete case 2 page 33 and
              Case 3 page 47
              Final Project Due
   Discussion: What are the factors involved in a successful project?
              Zoom Meeting Thursday 8pm

Week 11
   Topics: Designing, Leading, and Communicating
   Objectives: Distinguish between formal and informal aspects of organization designs
              Discuss the ethical responsibilities of leaders
              Define communicating and model and discuss the basic mechanisms of communication
              Understand the importance and mechanisms of informal communication
              Understand the designing of inter-organizational relations.
   Assignments: Read chapters 12, 13, and 14 pages 587-694
              Discussion questions chapter 12; # 2, 7, 9
              Discussion questions chapter 13; # 1, 3, 5
              Discussion questions chapter 14; # 4, 5, 7, 10

Discussion: 1. It has been argued that leaders are born and not made, and that all great leaders have common traits. Do you believe this to be true? Why or why not?
2. Discuss the communication process and the importance of feedback.

Week 12
   Topics: Final Project Presentation
- Presentation must be uploaded to discussion post by Wednesday at Midnight for full credit to be awarded.
- You are required to respond to at least of your classmates presentations for full credit to be awarded.

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