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HSPM 7334: Healthcare Human Resources

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
HSPM 7334: Healthcare Human Resources
Spring 2018

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|-------------------------------|---|
| <u>Instructor:</u> | Dr. Linda Kimsey |
| <u>Office:</u> | Hendricks Hall Room 2008 |
| <u>Phone:</u> | 478-2008 |
| <u>E-Mail Address:</u> | lkimsey@georgiasouthern.edu |
| <u>Office Hours:</u> | Tuesday and Thursday 3:30 to 5:30 pm Wednesday 5:00 to 6:00 pm Other times by appointment |
| <u>Class Meets:</u> | Wednesdays 6:00 –8:45 PM 10 Jan – 2 May 2018 Hendricks Hall 3001 |

-- Course schedules can be found at: <http://www.collegesource.org/displayinfo/catalink.asp> --

Prerequisites: None.

Catalog Description: This course focuses on functions and concepts required for managing human resources in organizations. It combines traditional human resource management (HRM) functions with concepts from organization behavior. Course content includes selection, training and development, compensation, performance appraisal, motivation, organizational development, union activity, and modes of conflict resolution.

Required Textbook: Fried, B.J., & Fottler, M.D. (2015). *Human Resources in Healthcare: Managing for Success*, Fourth Edition. Chicago, IL: Health Administration Press. (Note: Text is available online through the library.)

Recommended Text: Paul, R., & Elder, L. (2014). *The miniature guide to critical thinking: Concepts & tools* (7th ed.). Foundation for Critical Thinking: Tomales, CA.

JPHCOPH (College Level) Student Learning Outcomes: At the completion of the M.H.A. degree program all students will be able to understand and apply concepts concerning:

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostats, Epid, Env Health, Hlth Policy/Mgt, & Social/Behav Sc) in practice & research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

Health Policy and Management (Departmental Level) Student Learning Outcomes: At the completion of the M.H.A. degree program all students will be able to understand and apply concepts concerning:

- I. Analyze and evaluate the financial management of health organizations including structuring, marketing, and governance.
- II. Evaluate the management of change in health organizations.
- III. Conduct and interpret relevant health administration research using appropriate research designs and analytic techniques.
- IV. Communicate health services administration principles and concepts to lay and professional audiences through both oral and written communication.

Program Competencies: At the completion of the M.H.A. degree program all students will be able to (domains are listed first and competencies under each domain follow; established in Spring, 2015):

I. COMPETENCY DOMAINS

A. Measurement and Analysis

Measurement: Identify information needs, and gather and understand relevant data information in order to define a problem, to assess a situation, or to implement a set of metrics.

Analysis: Organize, manipulate and use information to assess performance, to identify alternative courses of action, to investigate hypotheses, or to accomplish other strategic goals.

B. Communication

Receive and convey information in ways that encourage continued dialogue among stakeholders. Effective communication involves strong written and oral transmission skills, responsive listening, and use of creative strategies for exchanging information.

C. Leadership

Influence others to reach their highest level of effectiveness in achieving common goals, both as individuals and in teams. Establish direction and engage various constituencies to produce a shared vision of the future, motivating and committing them to action, and making them responsible for their performance.

D. Law and Ethics

Establish high ethical standards, create a culture of shared ethical values and legal understanding, and transform those ideals into visions and expected behaviors.

E. Professional Development

Required to excel professionally throughout one's career and to make meaningful contributions to the field.

II. COMPETENCIES BY DOMAINS**Domain 1: Measurement and Analysis****Measurement:**

- A.1 Identify appropriate sources and gather information, effectively and efficiently.
- A.2 Appraise literature and data critically.
- A.3 Develop, understand and use data from performance, surveillance or monitoring systems.

Analysis:

- A.4 Financial analysis: Understand and explain financial statements; prepare and manage budgets; and make sound long-term investment decisions.
- A.5 Statistical analysis: Understand and apply basic statistical methods relevant to public health practice.
- A.6 Policy analysis: Understand the policy-making process and the role of politics; assess a problem and identify and compare potential policy solutions; and understand and critically assess methods to evaluate policy impact.
- A.7 Economic analysis: Use basic microeconomic theory to understand how the incentives of consumers, providers, and payers affect behaviors, costs, and other outcomes; understand and apply basic econometric tools for the empirical study of issues in health economics.
- A.8 Operational analysis: Analyze, design, or improve an organizational process, including the use of quality management, process improvement, marketing and information technology principles and tools.
- A.9 Population health assessment: Understand and apply basic epidemiologic principles, measures, and methods to assess the health status of a population; identify risk factors in individuals and communities; evaluate the impact of population-based interventions and initiatives.
- A.10 Decision Making: Implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders, and organizational values.

Domain 2: Communication

- B.1 Convey: Speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.
- B.2 Listen: Receive, process, and respond appropriately to information conveyed by others.

- B.3 Interact: Perceive and respond appropriately to the spoken, unspoken, or partly expressed thoughts, feelings, and concerns of others.

Domain 3: Leadership

- C.1 Organizational Vision: Through effective governance, establish an organization's values, vision, and mission; systematically enhance performance and human material and knowledge resources.
- C.2 Strategic Orientation: Analyze the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.
- C.3 Accountability: Hold self and others accountable to standards of performance; encourage commitment to the long-term good of the organization.
- C.4 Change Leadership: Energize stakeholders and sustain their commitment to the organization while adapting to changes in the environment.
- C.5 Collaboration: Work collaboratively with others as part of a team or group, demonstrating commitment to the team's goal and encouraging individuals to put forth their best effort.
- C.6 Organizational awareness: Understand and learn from governance structures, formal and informal decision making structures, and power relationships in an organization, industry, or community.

Domain 4: Law and Ethics

- D.1 Use legal reasoning as a tool for analysis, communication, strategy and planning.
- D.2 Behave ethically and promote standards of ethical behavior throughout organizations and professional communities.
- D.3 Develop an understanding of healthcare state and federal legislation as it affects healthcare organizations.

Domain 5: Professional Development

Self-Awareness:

- E.1 Actively seek feedback from others, reflecting and learning from successes and failures.
- E.2 Develop an accurate view of own strengths and developmental needs, including the impact one has on others.

Self-Development:

- E.3 Continuously push self to raise personal standards of performance and exceed expectations.
- E.4 Address knowledge, skills, and other developmental gaps through reflective, self-directed learning, and by trying new approaches.
- E.5 Establish, build, and sustain a career plan for professional development.

- Learning Objectives:** At the completion of this course the student will be able to:
1. Define issues relevant to healthcare human resources at the macro, meso, system, and micro levels (A1, A2, A4, C6, D3)
 2. Apply critical thinking and decision-making skills to proactively address human resource issues in healthcare organizations (A3, A10, C6)
 3. Apply writing skills to support a human resources position or argument (B1)
 4. Apply writing skills as part of a human resources strategic plan and/or human resources related project management plan (B1, C2)
 5. Collaboratively analyze an organization's human resources issues and present a cogent strategy to address them (C5, B3)
 6. Present to an audience and discuss with others, pressing healthcare human resources issues (B1, B2)

Overview of the Content to be Covered During the Semester:

| Week | Topic | Text Readings | Assignment |
|-------------|--|--|------------------------------------|
| 1 10 Jan | Introduction, Syllabus, Group and Individual Assignments | -Hammonds (2005). Why we hate HR -Dan Pink TED Talk -Smith, B.E. AHA 2018 Environmental Scan | |
| 2 17 Jan | Strategic Human Resources Management | Chapter 1 | Issue Paper 1 Discussion |
| 3 24 Jan | Employment Law, Employee Relations, and Healthcare & Managing with Organized Labor | Chapter 2 & 12 | Issue Paper 2 Discussion |
| 4 31 Jan | Healthcare Professionals | Chapter 3 | Issue Paper 3 Discussion Quiz 1 |
| 5 7 Feb | Credentialing of Healthcare Providers | Chapter 4 | Issue Paper 4 Discussion |
| 6 14 Feb | Workforce Diversity | Chapter 5 | Issue Paper 5 Discussion |
| 7 21 Feb | Job Analysis and Job Design & Human Resources Project Management | Chapter 6/ To be Provided | Issue Paper 6 Discussion Quiz 2 |
| 8 28 Feb | Recruitment, Selection, and Retention | Chapter 7 | Issue Paper 7 Discussion |
| 9 7 Mar | Real-world issues and current HR Topics (Dr. Stephens) | | Debate Work Session Quiz 3 |

| Week | Topic | Text Readings | Assignment |
|--------------|---|----------------|-------------------------------------|
| 10 14 Mar | Spring Break | | |
| 11 21 Mar | Performance Management | Chapter 8 | Issue Paper 8 Discussion |
| 12 28 Mar | Compensation Practices, Planning, & Challenges & Employee Benefits | Chapter 9 & 10 | Issue Paper 9 Discussion |
| 13 4 Apr | Organizational Development and Learning | Chapters 11 | Issue Paper 10 Discussion Quiz 4 |
| 14 11 Apr | Workforce Planning in a Rapidly Changing Healthcare System | Chapter 13 | Issue Paper 11 Discussion |
| 15 18 Apr | The Nurse Workforce in Healthcare Organizations | Chapter 14 | Issue Paper 12 Discussion Quiz 5 |
| 16 25 Apr | Human Resources Management Practices for Quality and Patient Safety | Chapter 15 | Issue Paper 13 Discussion |
| 17 2 May | Case Study Presentations | | (Final) Quiz 5 |

Instructional Methods: Class meetings will be a combination of lecture, class discussion, case studies, small group work, and possibly guest lecturers. Written assignments (issue papers), participation (in-class case studies, mock committee meetings, and general participation), quizzes, and one group debate assignment constitute the basis of student evaluation.

Issue Papers: Each student will write three one-page issue papers on a topic of interest that pertains to material assigned. Each issue paper will become the main agenda item for a small group, mock hospital human resources committee meeting to be held in class. Critical thinking should be used to determine what you perceive as a pertinent topic, *ideally with implications for managers*. I am available to discuss your ideas. The mock committee will maintain ongoing meeting minutes that will document decisions on issues presented, and will be used by the instructor to assess student participation and engagement.

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Participation: Participation is an integral part of the learning process. Students will be expected to remain current with the readings, contribute to

discussion of the week's topics, have completed the current week's assignments, ask questions, make comments, and agree/disagree with the professor. Two in-class, small group, activities will occur each week - case study analysis and mock committee meetings where individual issue papers will be discussed and decisions regarding them documented. You must come to class prepared (read chapter and other readings for the week before class and do assignments), discuss issues, and review assignments. A rubric for participation can be found in the Folio classroom.

Debate:

Each student will be assigned to a team, and each team will be assigned to either an affirmative or negative position for a given issue. Debates will be held during the final examination period.

Exam Schedule and Final Examination:

Final Examination Period: 2 May, 2017

Five short quizzes will be given throughout the course, one of which will be given during the Final Examination Period.

Student Assessment:

Assessments are linked to learning objectives for this class. Each assessment below is linked to the learning objectives above. Weighting of assignments of grading will be as follows:

| | | |
|------------------|--|-----|
| Issue Papers (3) | <i>LO 1, 3, 4 (Comp: A1, A2, A4, B1, C2, C6, D3, E1)</i> | 30% |
| Quizzes (5) | <i>LO 1 (Comp: A1, A2, A4, D3)</i> | 40% |
| Group Debate | <i>LO 1, 5, 6 (Comp: A1, A2, A10, D3, B1-3, C5)</i> | 20% |
| Participation | <i>LO 2, 5, 6 (Comp: A3, A10, B1-3, C5-6)</i> | 10% |

Grading Scale:

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

For calculation of your final grade, all grades above will be included.

Your grades will be posted in Folio. Quizzes and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you

need additional time to satisfactorily complete any course requirement, please consult with the professor within a reasonable amount of time.

** Extensions are not guaranteed and will be granted solely at the discretion of the professor.

NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!

Academic Misconduct: As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the professor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal (and no other) use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

Academic Handbook: Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar for the Semester:

The University Calendar is located with the semester schedule, and can be found at: <http://www.collegesource.org/displayinfo/catalink.asp>.

Attendance Policy:

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will be recorded for each class. Chronic attendance problems (missing two or more classes may lead to a reduction in your grade). Attendance is required and students are expected to attend every class.

One Final Note:

The contents of this syllabus are as complete and accurate as possible. The professor reserves the right to make any changes necessary to the syllabus and course material. The professor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

