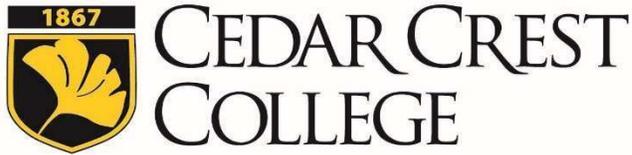


BUA 258 56: Healthcare Management



Course Description:

An in-depth look at health care delivery systems with emphasis on administrative and management functions, terminology, accreditation, human resources management, medical staff relationships and the many operational aspects of health care management. Special emphasis is given to the topics of covered lives, access to care, financing health care in other countries, quality improvement, marketing and corporate compliance.

Course Textbooks and Resources:

Griffith, John R. & White, Kenneth R., 2019, "The Well-Managed Healthcare Organization, Ninth Edition, Health Administration Press, Chicago, IL, ISBN: 9781640550599



In this course, students will also use the following systems and tools:

- Canvas Learning Management System
- MS Office
- Audio and video capabilities
- Supplemental Readings as provided by the professor

Technology Support Resources:

Please refer to the Information Technology Support Center website and the IT HelpDesk for Cedar Crest College computer, software, and other technology resources available to

students. The IT Support Center resources are available at the following website: <https://cedarcrest.teamdynamix.com/TDClient/Home/>.

The IT HelpDesk is located at the Bridge of the Student Success Center on the main floor of Cressman Library (610-606-4635 and helpdesk@cedarcrest.edu).

Course Student Learning Outcomes:

The course and its assignments are designed to meet the objectives below. The course is intended to guide students to effectively research and prepare a written paper on a managerial aspect of Healthcare. The course provides the opportunity to participate and respond to others on three or more current topics in healthcare that impact the healthcare manager.

Upon successfully completing this course, students will be able to:

1. Gain knowledge of healthcare delivery from the administrative and managerial perspective.
2. Learn about healthcare quality practices and initiatives.
3. Gain knowledge on the structure and organization of healthcare systems.
4. Understand current issues impacting healthcare and healthcare delivery and how these issues impact the role of the healthcare manager.
5. Explore and compare how healthcare is financed in other countries.
6. Be knowledgeable about current issues facing healthcare systems and the future challenge of healthcare delivery and learn about changes in healthcare delivery and payment.
7. Gain insight into leadership and career opportunities in the healthcare delivery industry.
8. Learn about healthcare operations, environment of care, human resource management and marketing.

Assessment of Student Learning Outcomes:

Upon successful completion of this course, students will have proficiency in the above.

Course Assignment Descriptions:

Quizzes (30% of grade)

There will be three quizzes as noted. Each quiz will focus on the chapters read, supplemental chapter PowerPoints and assignments that complement these chapters and will test your understanding of the material.

Discussions/assignments (50% of grade)

There will be 10 total assignment/discussions. Assignments will be completed online on your own and due as noted in the syllabus. Assignments will require exploration of a topic, website and/or set of questions. Discussions will take place online and require

review of material, additional research or personal reflection to facilitate discussion and responses.

Written Paper (20% of grade)

You will be asked to research the impact of technology on Healthcare Management and write a paper using APA format. This assignment will test your ability to research, synthesize and prepare a written paper. This will be graded based upon the Written Paper Rubric. Written paper to be submitted on Canvas.

Course Grading Policy:

There will be a total of 1000 possible points to achieve 100%. As stated above, quizzes, discussions/assignments and a written paper will be utilized in capturing points and determining final percentage.

Course Grading Scale:

Grade	Percentage (or Point) Range
A	94% - 100%
A-	90%-93.9%
B+	87%-89.9%
B	84%-86.9%
B-	80%-83.9%
C+	77%-79.9%
C	74%-76.9%
C-	70%-73.9%
D+	67%-69.9%
D	60%-66.9%
F	0%-59.9%

Final Grade Calculation:

Assignment:	Percentage (or Point) Value:
Assignment 1: Joint Commission	50 Points
Assignment 2: Leadership	50 Points
Assignment 3: Employee Engagement	50 Points
Assignment 4: The Patient Experience	50 Points

Assignment 5: Professional Organizations	50 Points
Assignment 6: Universal Healthcare	50 Points
Assignment 7: Knowledge Management and Security	50 Points
Discussion 1: The Informal Caregiver	50 Points
Discussion 2: Hospital Pricing	50 Points
Discussion 3: TBD	50 Points
Written Paper	200 Points
Three Quizzes (100 Points Each)	300 Points

Tutoring and Academic Support Resources:

The Student Success Center, located on the main floor of Cressman Library, offers writing and tutoring resources to all Cedar Crest students with the goals of assisting students in achieving academic success and becoming effective, independent learners. Smarthinking, on-line tutoring service, is also available to all Cedar Crest students. For information about all available tutoring services and scheduling information, please refer to the Tutoring and Support Resources page on MyCedarCrest, located under the “Academic Services” page in the “Current Students” Section: my.cedarcrest.edu/ICS/Current_Students/Academic_Services/Tutoring_Support_Resources.jnz.

The Student Success Center may also be contacted at 610-606-4628 or advising@cedarcrest.edu.

Cedar Crest College Honor Philosophy:

The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a selfgoverning body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Cedar Crest College Diversity Statement:

Founded under the mission to expand women’s access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a

pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

Classroom Protocol:

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education, as consistent with the Cedar Crest College Honor Code. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by the instructor and departmental guidelines, as appropriate to the educational goals of the learning environment.

Academic Integrity:

Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education.

Cedar Crest College reserves the right to define, in its sole discretion, what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, collusion, falsification, sabotage, and impersonation. This list is not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college.

Students who violate these standards are subject to sanctions imposed by the course instructor, department chair, the Provost's office, or the Board of Trustees. In this

course, instances of academic misconduct will result in a zero grade on an assignment, ask to redo or retake material or appear in person for tests. The student will be advised of findings and asked to comment on what has occurred.

When an instructor determines that a student has engaged in academic misconduct, the instructor is obligated to report the incident to the Provost's office. Reports are recorded in the Provost's office, which will notify the student of their receipt and the College's policies regarding academic misconduct. For more information, please refer to the Student Handbook, Section IV: Community Standards for Academic Conduct.

VeriCite Citation Verification/Plagiarism Detection:

Cedar Crest College uses a citation verification service (VeriCite, www.vericite.com) to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course, students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider's website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

Attendance:

Students are expected to attend class; material is released on a weekly basis. If circumstances prevent you from attending/accessing class, you will need to contact me prior to any due dates for online material. If an emergency prevents you from attending/accessing this course at any time, please email me as soon as possible.

Class Cancellation Policy:

For notification of the College closing, for inclement weather or other emergencies, refer to Cedar Crest's e2Campus system, the Inclement Weather Hotline at 610-606-4629, or the College's MyCedarCrest website for notification.

A email will be sent to each students Cedar Crest email if the instructor must cancel a class meeting apart from the College closing.

Resources for Students with Disabilities:

Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; advising@cedarcrest.edu; Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations.

Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information (https://www.cedarcrest.edu/ada_file.shtm).

Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

Audio Recording:

Students with disabilities may be approved to audio record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience. Students who are approved for this accommodation may only use this material for personal academic use and may not share the recording with anyone else. Dissemination of class recordings is only permitted with the speaker’s explicit written consent. Note: audio recording may be prohibited, at the instructor’s sole discretion, during portions of the lecture or discussion that may involve personal, self-disclosure by other students. Please see your instructor if you have any questions or concerns about this policy.

Credit Hour Equivalency:

As a 3-credit hybrid class, in-person class meetings (includes discussions and 2 quizzes), assignments, discussion preparation, presentation preparation and final quiz satisfy the required hours of classroom instruction through the below course activities and assignments. These hours do not include preparatory or assessed assignments that would be completed outside of an in-person class meeting.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
Reading Review of Textbook Chapters and Overviews, Discussions	30
Assignments and Preparation	15
Total:	45

Course Schedule:

Week	Class Subject or Activity	Due
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Week 1	Introductions, Syllabus Review, Chapter 1 and 2, Discussion One, Assignment One	Assignment One and Discussion Initial
Week 2	Chapter 3 and 4, Discussion One, Assignment Two	Assignment Two and Discussion
Week 3	Quiz One Chapter 5 and 6, Discussion Two, Assignment Three	Assignment Three and Discussion Initial
Week 4	Chapter 7 and 8, Discussion Two, Assignment Four	Assignment Four and Discussion
Week 5	Quiz Two Chapter 12, Assignment Five	Quiz Due Assignment Five Due
Week 6	Chapter 11 and 15, Discussion Three, Assignment Six	Written Paper Due Assignment Six and Discussion Initial Response Due
Week 7	Quiz Three Chapter 9, Discussion Three, Assignment Seven	Quiz 3 Due Assignment Seven and Discussion Responses Due

Rubrics

All assessments have detailed instructions in the Canvas course space and will be scored using the rubrics that follow. You should review all of the instructions in Canvas and the rubrics before submitting each assessment. If you have questions about an assessment or rubric, contact the instructor to schedule a time to speak one-on-one.

Online Discussion Rubric				
Most discussions will be in class and graded on participation. In the event a discussion is moved to Canvas, the following rubric will be utilized. In order to create a collaborative environment with meaningful results, students must make the required amount of posts. All posts must be written in a professional and respectful manner with proper netiquette.				
	EXEMPLARY (A)	GOOD (B)	NEEDS IMPROVEMENT (C)	UNACCEPTABLE (D-F)

Initial Posting	16 to 20 points Critically analyzes, synthesizes, and/or evaluates the topic at hand, with explicit references to relevant course content and concepts.	12 to 15 points Attempts to analyze, synthesize, and/or evaluate the topic at hand, with some references to relevant course content and concepts.	8 to 11 points Demonstrates general comprehension of the topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	0 to 7 points Insufficiently addresses one or more parts of the prompt or post is absent.
Responses to Others	16 to 20 points Significantly contributes to the discussion with ideas, questions, analysis, critique, or information. Employs a professional and supportive tone.	12 to 15 points Contributes to the discussion with ideas, questions, or information. Employs a professional and supportive tone.	8 to 11 points Contributions to the discussion are of limited value and/or tone is somewhat inappropriate.	0 to 7 points One or more required responses are inadequate, irrelevant, unprofessional, or absent.
Conventions	9 to 10 points Posts contain no more than one or two typos or minor errors in grammar, spelling, or usage.	7 to 8 points Posts contain a few typos or minor errors in grammar, spelling, or usage.	4 to 6 points Posts contain multiple typos and/or errors in grammar, spelling, or usage that do not interfere with the reader's overall comprehension.	0 to 3 points Posts contain significant, repeated errors in grammar, spelling, or usage that impede the reader's overall comprehension.

Written Assignment Rubric

[Assignments require the student to review a topic or website's supplemental information, reading or information and respond to questions on this information or provide a summary of what was learned]

	EXEMPLARY (A)	GOOD (B)	NEEDS IMPROVEMENT (C)	UNACCEPTABLE (D-F)
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Content	26 to 30 points Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating the assigned topic, with explicit references to relevant course content and concepts.	22 to 26 points Attempts to analyze, synthesize, and/or evaluate the assigned topic, with adequate references to relevant course content and concepts.	15 to 21 points Demonstrates general comprehension of the assigned topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	0 to 14 points Insufficiently addresses one or more major components of the assignment and/or demonstrates limited comprehension of the assigned topic.
Format & Organization	8 to 10 points Submission is well organized and adheres to all formatting requirements with minimal errors.	5 to 7 points Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors.	4 to 5 points Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements.	0 to 3 points Submission is disorganized and/or disregards one or more formatting requirements.
Conventions	8 to 10 points Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors.	5 to 7 points Generally applies the conventions of academic writing style with occasional minor errors.	4 to 5 points Generally applies the conventions of academic writing style with one or two significant or repeated errors.	0 to 3 points Fails to apply conventions of academic writing style and/or uses language that impedes the reader's overall comprehension.

Written Paper Rubric

[This assignment requires research of the topic, synthesis and evaluation of the information learned and delivery of this information in APA format using the five requested areas of concentration in a written paper. Each area requested MUST be covered in the Written Paper]

	EXEMPLARY (A)	GOOD (B)	NEEDS IMPROVEMENT (C)	UNACCEPTABLE (D-F)
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Content	100 to 120 points Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating the assigned topics (5) and, with explicit references to relevant course content and concepts.	80 to 99 points Attempts to analyze, synthesize, and/or evaluate the assigned topic, with adequate references to relevant course content and concepts.	60 to 79 points Demonstrates general comprehension of the assigned topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	0 to 59 points Insufficiently addresses one or more major components of the assignment and/or demonstrates limited comprehension of the assigned topic.
Delivery	25 to 30 points Delivery is polished and confident. Presentation is compelling and appropriate for a professional audience.	21 to 24 points Delivery is generally polished, but may have minor issues with tone, posture, gestures, eye contact, or vocal expression. Presentation is interesting and appropriate for a professional audience.	16 to 20 points Delivery is lacking in one or two areas (tone, posture, gestures, eye contact, or vocal expression) or presentation is somewhat inappropriate for the intended audience.	0 to 15 points Delivery has significant problems with tone, posture, gestures, eye contact, or vocal expression and/or presentation is inappropriate for the intended audience.
Effectiveness	25 to 30 points Central message is clear, compelling, precisely communicated, and well supported by relevant evidence, examples, visual aids, and supplemental materials, as appropriate.	21 to 24 points Central message is clearly and effectively communicated using relevant supporting evidence, examples, visual aids, and supplemental materials, as appropriate.	16 to 20 points Central message is generally conveyed but may be somewhat inconsistent or lack sufficient supporting evidence, examples, visuals, or supplemental materials.	0 to 15 points Central message is unclear, unsupported, irrelevant, or absent.
Conventions	17 to 20 points Appropriately applies conventions of academic communication, including proper citations and acknowledgment as needed. Script and any supporting materials are properly formatted and free of errors in grammar, spelling, and usage.	14 to 16 points Generally applies the conventions of academic communication with occasional minor errors in citation, formatting, or grammar/spelling/usage.	11 to 13 points Generally applies the conventions of academic communication with one or two significant or repeated errors in citation, formatting, or grammar/spelling/usage.	0 to 10 points Fails to apply conventions of academic communication and/or includes errors that impede comprehension.