

# Syllabus

## HCA-340: Leading and Governing High-Reliability Healthcare Organizations

### Course Description

Students in this course will analyze leadership, governance structures, and performance outcomes for alignment with mission, vision, values, and goals. Students will determine the required changes in management processes resulting from changing regulatory policies, marketplace dynamics, and standards of the healthcare industry. Students will assess how personnel structures, systems, and technology influence high-reliability healthcare providers, recognize the influence of governance systems and legal structures and evaluate a culture of safety and reliability for appropriateness. The roles, responsibilities, and relationships among executive management, and the governing body will be evaluated from a biblical worldview.

**Credit Hours:** 3

**Prerequisite Courses:** None

### Course Outcomes

**Upon completion of this course, you should be able to:**

1. Analyze leadership and governance structures and performance outcomes for alignment with mission, vision, values, and goals.
2. Determine the required changes in management processes in response to changing regulatory policies, marketplace dynamics, and standards of the healthcare industry.
3. Evaluate a culture of safety and reliability for appropriateness to a healthcare provider.
4. Recognize the influence of governance systems and legal structures within healthcare.
5. Assess how personnel structures, systems, and technology influence high-reliability healthcare providers.
6. Evaluate the roles, responsibilities, and relationships among executive management and the governing body from a biblical worldview

### Course Textbook

Frisina, M. (2011). *Influential leadership*, Chicago, IL: Health Administration Press.

*HCA-340: Governance and Organizational Structures in Healthcare* (Custom ed.).

(n.d.). XanEdu Publishing (reprinting of *The healthcare quality book* by Joshi, M.,

Ranson, E., Nash, D., & Ranson, S., 2014, Chicago, IL: Health Administration Press)

*Bible*

## Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
<b>A</b>	4.0	95%–100%	950–1000
<b>A-</b>	3.7	92%–94.9%	920–949
<b>B+</b>	3.3	89%–91.9%	890–919
<b>B</b>	3.0	85%–88.9%	850–889
<b>B-</b>	2.7	82%–84.9%	820–849
<b>C+</b>	2.3	79%–81.9%	790–819
<b>C</b>	2.0	75%–78.9%	750–789
<b>C-</b>	1.7	72%–74.9%	720–749
<b>D+</b>	1.3	69%–71.9%	690–719
<b>D</b>	1.0	65%–68.9%	650–689
<b>F</b>	0.0	0%–64.9%	0–649

## Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the IWU Catalog.

## Letter Grade Equivalencies

Grade	Description of Work
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<b>A</b>	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
<b>B</b>	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
<b>C</b>	Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements for the assignments are addressed at least minimally.
<b>D</b>	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
<b>F</b>	Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

## Course Workshop Summary

Workshop	Devotion*	Discussion*	Assignment*	Total Points per Workshop
<b>Workshop One</b>	1/0	2/60	1/100	160
<b>Workshop Two</b>	1/0	2/60	1/100	160
<b>Workshop Three</b>	1/0	2/60	1/100	160
<b>Workshop Four</b>	1/0	2/60	1/100	160

<b>Workshop Five</b>	1/0	2/60	2/300	360
<b>End of Course Survey</b>				10 extra credit
<b>TOTAL</b>	<b>5/0</b>	<b>10/300</b>	<b>6/700</b>	<b>1000</b>

\* Number of Activities/Sum Point Totals

## Course Assignments

### Workshop One Outline

Title	Due Dates	Time	Points
<b>1.1 Devotion</b>	Due by the end of the first day of the workshop	30 minutes	0
<b>1.2 Discussion: Leadership Transformation</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	1 hour	30
<b>1.3 Discussion: Building Values</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	1 hour	30
<b>1.4 Assignment: Reflection Paper</b>	Due by the end of the workshop	7 hours	100
<b>Totals</b>		<b>9.5 hours*</b>	<b>160</b>

### Workshop Two Outline

Title	Due Dates	Time	Points
<b>2.1 Devotion</b>	Due by the end of the first day of the workshop	30 minutes	0

Title	Due Dates	Time	Points
<b>2.2 Discussion: Roles for Quality</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	4.5 hours	30
<b>2.3 Discussion: Accountability</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	4.5 hours	30
<b>2.4 Assignment: Accreditation Standards</b>	Due by the end of the workshop	7 hours	100
<b>Totals</b>		<b>16.5 hours*</b>	<b>160</b>

## Workshop Three Outline

Title	Due Dates	Time	Points
<b>3.1 Devotion</b>	Due by the end of the first day of the workshop	30 minutes	0
<b>3.2 Discussion: Quality Awards</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	4.5 hours	30
<b>3.3 Discussion: Implementing Quality</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	4.5 hours	30
<b>3.4 Assignment: Journey to Quality</b>	Due by the end of the workshop	7 hours	100
<b>Totals</b>		<b>16.5 hours*</b>	<b>160</b>

## Workshop Four Outline

Title	Due Dates	Time	Points
<b>4.1 Devotion</b>	Due by the end of the first day of the workshop	30 minutes	0
<b>4.2 Discussion: Role of Accreditation</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	4.5 hours	30
<b>4.3 Discussion: Improving Health Outcomes</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	4.5 hours	30
<b>4.4 Assignment: Accreditation Choices</b>	Due by the end of the workshop	7 hours	100
<b>Totals</b>		<b>16.5 hours*</b>	<b>160</b>

## Workshop Five Outline

Title	Due Dates	Time	Points
<b>5.1 Devotion</b>	Due by the end of the first day of the workshop	30 minutes	0
<b>5.2 Discussion: HRO</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	4.5 hours	30
<b>5.3 Discussion: ACO</b>	Post your initial response by the end of the fourth day of the workshop and your two responses by the end of the workshop	4.5 hours	30
<b>5.4 Assignment: Final Project – Quality Transformation</b>	Due by the end of the workshop	7 hours	200

Title	Due Dates	Time	Points
<b>5.5 Assignment: Final Project - Presentation</b>	Due by the end of the workshop	2 hours	100
<b>End of Course Survey</b>	Due by the end of the workshop	-	10 extra credit
<b>Totals</b>		<b>18.5 hours*</b>	<b>360</b>
<b>Totals</b>		<b>84.5 hours*</b>	<b>1000</b>

\* These timings are based on estimations of average times to complete each assignment. Actual assignment completion times will vary.

## Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Division of Liberal Arts	
School of Services and Leadership	
School of Educational Leadership	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Wesley Seminary @ IWU	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Undergraduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>
Nursing - Graduate	<a href="#">View School/Division Expectations, Policies, and Student Information</a>

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