

Syllabus

HCA-450: Strategy Development for Healthcare Administrators

Course Description

Students in this course will analyze the factors in the healthcare environment that impact strategy and evaluate the functions of a healthcare organization in terms of a strategic development framework that creates value and ensures sustainable organizational success. Students will apply critical thinking to the analysis and evaluation of healthcare from a strategic perspective, compare and contrast the role of social responsibility in creating value for stakeholders, and analyze operational strategies that promote continuous performance and process improvements. Biblically based policies and ethical strategies will be developed and evaluated throughout the course.

Credit Hours: 3

Prerequisite Courses: None

Prerequisite Skills and Knowledge: None

Course Outcomes

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

1. Evaluate the functions of a healthcare organization into a framework of strategic development that considers its direction and goals, the environment, industry and market structure, and organizational strengths and weaknesses.
2. Analyze the social, political, technological, economic, and global factors in the healthcare environment that impact strategy.
3. Apply critical thinking to the analysis and evaluation of healthcare from a strategic perspective.
4. Assess plans to ensure information systems continuity through crises situations (e.g., disaster planning, recovery, backup sabotage, natural disasters).
5. Compare and contrast the role of social responsibility in creating value for stakeholders.
6. Assess strategic plan frameworks that create value and ensure sustainable organizational success.
7. Analyze operational strategies that promote continuous performance and process improvements.

Course Textbook

Walston, S. (2018). *Strategic healthcare management: Planning and execution* (2nd ed.). Chicago, IL: Health

Administration Press.

Please note: If you receive your course materials from Tree of Life, you will receive an email from Tree of Life giving you details on how to access the textbook in an eText format.

Note: HCA-450 and HCA-490 use the same resources distributed in HCA-450.

Course Technology

None.

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A-	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3.0	85%–88.9%	850–889
B-	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789
C-	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	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
A	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	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.
C	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below-acceptable levels.
F	Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

Course Summary

Workshop	Discussion*	Assignment/Group*
Workshop One	1/40	3/160
Workshop Two	1/40	2/180
Workshop Three	NA	3/155
Workshop Four	2/145	1/100
Workshop Five	2/80	1/100
Course Totals	6/305	9/695

* Number of Activities/Sum Point Totals

Workshop One Outline

Title	Due Dates	Time	Points
1.1 Exercise: Devotion: Being Good Stewards - We Are All Entrusted with Something	Due by the end of the workshop.	30 minutes	0
1.2 Assignment: Group - The Virulent Virus	Due by the end of the workshop.	4 hours	60
1.3 Assignment: Group - Patient Satisfaction	Due by the end of the workshop.	6 hours	80
1.4 Discussion: What Is Strategy?	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	5 hours	40
1.5 Assignment: Selection of Topic for HCA-490 Capstone Project	Due by the end of the workshop.	3 hours	20
Totals		18.5 hours*	200

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Exercise: Devotion: Being Good Stewards - Don't Hide Your Gift	Due by the end of the workshop.	30 minutes	0
2.2 Assignment: Group - Patient Satisfaction	Due by the end of the workshop.	4 hours	80
2.3 Discussion: Core Competencies	Due by the end of the workshop.	8 hours	40
2.4 Assignment: Strategic Alliances	Due by the end of the workshop.	7 hours	100

2.5 Exercise: HCA-490 Project Proposal	Due by the end of the workshop.	3 hours	0
Totals		22.5 hours*	220

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Exercise: Devotion: Do Your Best with What You Have	Due by the end of the workshop.	30 minutes	0
3.2 Exercise: Strategy Map Part One	Due by the end of the workshop.	3 hours	0
3.3 Assignment: IHI Triple Aim Initiative	Due by the end of the workshop.	5 hours	65
3.4 Assignment: HCA-490 Capstone Project Proposal	Due by the end of the workshop.	5 hours	50
3.5 Assignment: Strategic Change Management	Due by the end of the workshop.	5 hours	40
Totals		18.5 hours*	155

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Exercise: Devotion: See Challenges as Opportunities	Due by the end of the workshop.	30 minutes	0
4.2 Discussion: Strategy Map Part Two	Due by the end of the workshop.	3 hours	105
4.3 Discussion: Case Study	Due by the end of the workshop.	8 hours	40

4.4 Assignment: Quality	Due by the end of the workshop.	4 hours	100
Totals		15.5 hours*	245

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Exercise: Devotion: Show a Return on Investment	Due by the end of the workshop.	30 minutes	0
5.2 Discussion: Vertical Integration	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	4 hours	40
5.3 Assignment: Case Study	Due by the end of the workshop.	4 hours	100
5.4 Discussion: Resilience and Preparedness	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop	6 hours	40
End of Course Survey	Due by the end of the workshop.	30	10 Extra Credit
Totals		15 hours*	180

*These times are only estimated. Actual assignment completion times will vary.

Course Assignments

TOTALS	90 hours*	1,000
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Course Development Resources

Agency for Healthcare Research and Quality. (n.d.). *About the national quality strategy (NQS)*. Retrieved from <http://www.ahrq.gov/workingforquality/about.htm>

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Chesanow, N. (2011). *What you don't know about peer review can hurt you*. Retrieved from <http://www.medscape.com/viewarticle/735133>

Christensen, C. M. (2014). Disruptive innovation. In M. Soegaard & R. F. Dam (Eds.), *The encyclopedia of human-computer interaction* (2nd ed.). Aarhus, Denmark: The Interaction Design Foundation.

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Security and Emergency Management, 9(2), <https://doi.org/10.1515/1547-7355.2029>

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Institute of Medicine (IOM) (2001). *Crossing the quality chasm: A new health system for the 21st century report brief*. Retrieved from <http://iom.nationalacademies.org/~media/Files/Report%20Files/2001/Crossing-the-Quality-Chasm/Quality%20Chasm%202001%20%20report%20brief.pdf>

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Kravitz, R. (1998, April). Patient satisfaction with health care: Critical outcome or trivial pursuit? *Journal of General Internal Medicine*, 13(4), 280–282. <https://doi.org/10.1046/j.1525-1497.1998.00084.x>

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- Morris, B. J., Jahangir, A. A., & Sethi, M. K. (2013, June). Patient satisfaction: An emerging health policy issue. *AAOS Now*, 7(6). Retrieved from <http://www.aaos.org/news/aaosnow/jun13/advocacy5.asp>
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Thwink.org (2004). *Introduction to strategy maps*. Retrieved from <http://www.thwink.org/sustain/articles/003/StrategyMaps.htm>

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Download and review the [HCA-450 Credits Page.pdf](#)

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	View School/Division Expectations, Policies, and Student Information
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information

School/Division	Link
Nursing - Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing - Graduate	View School/Division Expectations, Policies, and Student Information

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