

HCA 400 (3 CREDIT HOURS)
HEALTHCARE CAPSTONE
SEMESTER ~ 201X



Professor:
Office:
Office Hours:
E-mail: name@walsh.edu
Telephone:

COURSE DESCRIPTION

The focus of this course is to explore the integrate previous healthcare administration courses, with a focus on applying the previous theories, concepts, and tools. The special focus of this course is to apply strategy develop-ment within the context of the complex healthcare environment.

HEALTH ADMINISTRATION PROGRAM STUDENT LEARNING OUTCOMES

- PSLO 1: Demonstrate knowledge of theories, facts, methodologies and research in the respective discipline to evaluate, propose and provide solutions to problems.
- PSLO 2: Recognize and evaluate ethical issues and situations.
- PSLO 3: Demonstrate the ability to apply qualitative and/or quantitative analytical reasoning skills to solve problems and evaluate outcomes.
- PSLO 4: Demonstrate the ability to communicate effectively in forms appropriate to the discipline, individually and/or in groups.

COURSE STUDENT LEARNING OUTCOMES

- Integrate your leadership style into an effective roadmap for ethical career success.
- Analyze and evaluate complex business problems (internal and external environments) and evaluate their impact.
- Exhibit an understanding of the functions of marketing, accounting, financial analysis, human resource management, strategic management and operations management – in relation to strategic planning.
- Defend a strategic vision, direction, and tactics based upon a thorough understanding of the market.
- Develop strategic planning materials with appropriate performance metrics.

STUDENT RESPONSIBILITIES, COURSE POLICIES, & ACADEMIC POLICIES

Course Conduct. Active participation is critical for individual success. Course activities are built on collaborative learning and rely on the active input of others. As such each student is expected to read the assigned chapters and articles prior to each class session. Outside the classroom, students are encouraged to seek additional resources to supplement their collective learning and enhance their course performance.

Academic Integrity. The Healthcare Administration Program and this professor subscribe to the Academic Honesty Policy published in the most recent Walsh University Graduate Catalog (“Academic Policies & Procedures” section). If any student in this course violates any actions as defined as “academic dishonesty,” the professor will take appropriate action, after an appropriate investigation. Penalties may include an “F” for the assignment, an “F” for the course, or other penalties outlined in the academic integrity policy – but will always include submission of the student’s (or group’s) name to the university academic dishonesty database. Cheating on an examination will result in an “F” for the course.

Administrative Withdrawal. Per academic policies as outlined in the most recent edition of the Walsh University Catalog, any student that has greater than nine (9) cumulative hours of unexcused absences may be administratively withdrawn from this course. Consistent with the policy, this administrative withdrawal action may be taken after the student is provided with one (1) written warning.

Student Conduct. Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor. Each student is expected to read the assignments for each module. The course is designed to encourage active learning by and between class members. The modules include recorded lectures, class discussions, assigned readings, videos, and other activities.

Student Preparation & Behavior. All students and faculty will display ethical and personal professional behaviors. The class must be sensitive to individual needs, as well as those of the class as a whole. Faculty and students are encouraged to work collaboratively and respectfully.

Make-Up Policy. Make-up assignments will only be permissible under EXCEPTIONAL circumstances. It is the student’s responsibility to notify the professor in-advance of the assignment. The professor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date.

Writing Policy. A minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. Those skills are evaluated using the written report evaluation criteria (DSOB Writing Rubric) available from the School of Business. A student scoring lower than 14/24 on the DSOB Writing Rubric in this course will not have their work graded for quality, and the student will be required to remediate his/her work by getting writing tutoring provided by the Academic Support Center at Walsh University which is available in person or by electronic means.

A specific plan of action may be determined by the course instructor in consultation with the Academic Support Center. A specific plan of action may include, but not limited to: requiring a student to attend writing tutoring sessions prior to each subsequent assignment in the course; requiring students to submit multiple drafts of a paper; and/or requiring a student to attend multiple writing tutoring sessions. Any assignment that is remediated will be graded for content quality upon resubmission, however in fairness to those who submit acceptable work when it is due, the written quality grade will remain as it was upon first submission.

Format for Written Assignments. All written assignments submitted for this course will conform to APA writing guidelines. The format is published in the Manual of the American Psychological Association (Sixth Edition) and it is available at the following cite: <http://owl.english.purdue.edu/owl/resource/560/01/>. All citations and sources used for papers and projects submitted for DeVille School of Business courses will be properly cited and conform to APA writing guidelines. It is the student’s responsibility to become familiar with and include these into all appropriate submitted class work.

Accessibility Services for Students with Disabilities. Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability, or temporary medical condition, please contact Meredith Sodik, Director of Academic Support Services, at 330-490-7529 or msodik@walsh.edu. Accessibility Services will confidentially discuss your needs.

Review your documentation and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

Evaluations for Courses/Faculty. Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a responsibility and obligation to complete these evaluations.

COURSE MATERIALS

Primary Text: Strategic Management of Health Care Organizations, Eighth Edition, by Peter Ginter, W. Jack Duncan, and Linda Swayne (Jossey-Bass Publishing: San Francisco, CA; 2018); ISBN-13: 978-1-119-34970-9.

Additional Readings, etc.: Additional assigned readings may be distributed in the throughout the course of the session. Appropriate announcements will be made. Students are responsible for these additional readings.

TEACHING STRATEGIES

1. Readings – Include readings from the book, assigned articles, and other students' postings on the discussion forums.
2. Presentations – Each of the presentations include a review of the assigned materials, providing fodder for meaningful and relevant class discussions.
3. Discussion Forums – In every module (or week), students will have ample opportunity to offer their insights and react to others students' comments.
4. Learning Activities – Specific assignments and learning activities have been developed, linked to the student learning outcomes.

Online Modules. Online modules will officially run from Saturday through the following Saturday of each week. Modules will open on the Friday prior to the start of a module. All assignments, blog postings, discussion postings, readings, etc., should be completed and submitted as directed in the course syllabus.

Timely Submission of Assignments. Late work will not be accepted. Due to significant circumstances and at the professor's discretion, late assignments may be dropped a minimum of one letter grade (or at minimum of 10% of total points for the assignment) for each day the assignment is late. The acceptance of late work and deductions is at the sole discretion of the instructor. All course assignments must be completed before a course grade will be issued. Refer to Walsh University Catalog for incomplete grade protocol and policies.

Withdrawal Policy. Students are to refer to the current Walsh University Calendar to obtain the last date for withdrawal (W) from a course. Students may be administratively withdrawn from a course for lack of attendance. Refer to the Walsh University Graduate Catalog for the specific policy regarding administrative withdrawal by faculty.

Final Course Grade. Final course grade will be based on the above listed graded activities, interactive participation at the graduate level in online and campus classrooms, labs, small group and community activities, along with demonstration of ethical and professional clinical conduct in all learning activities.

Grade Appeal. Refer to the Walsh University Undergraduate Catalog for the specific policy and process for appealing any assignment and/or final course grade.

HCA400 — TEACHING-LEARNING ACTIVITIES/EVALUATION OF PERFORMANCE

Program Learning Outcomes	Course Learning Outcomes	Sessions	Learning Activities	Assessment Methods
PSLO 1: Demonstrate knowledge of theories, facts, methodologies and research in the respective discipline to evaluate, propose and provide solutions to problems.	<ul style="list-style-type: none"> Integrate your leadership style into an effective roadmap for ethical career success. 	1 to 4	<ul style="list-style-type: none"> Presentations & videos Class discussions Assigned readings and healthcare articles 	<ul style="list-style-type: none"> Class discussions Integrative Leadership Analysis
	<ul style="list-style-type: none"> Analyze and evaluate complex business problems (internal and external environments) and evaluate their impact. 	2 to 8	<ul style="list-style-type: none"> Presentations & videos Class discussions Assigned readings and healthcare articles 	<ul style="list-style-type: none"> Article discussion Class discussions Strategic Case Analysis Comprehensive Strategic Assessment
	<ul style="list-style-type: none"> Exhibit an understanding of the functions of marketing, accounting, financial analysis, human resource management, strategic management and operations management – in relation to strategic planning. 	5 to 8	<ul style="list-style-type: none"> Presentations & videos Class discussions Assigned readings and healthcare articles 	<ul style="list-style-type: none"> Class discussions Strategic Case Analysis Comprehensive Strategic Assessment
	<ul style="list-style-type: none"> Defend a strategic vision, direction, and tactics based upon a thorough understanding of the market. 	1 to 8	<ul style="list-style-type: none"> Presentations & videos Class discussions 	<ul style="list-style-type: none"> Comprehensive Strategic Assessment Comprehensive Strategic Assessment Presentation
	<ul style="list-style-type: none"> Defend a strategic vision, direction, and tactics based upon a thorough understanding of the market. 	7 & 8	<ul style="list-style-type: none"> Presentations & videos Class discussions Assigned readings and healthcare articles 	<ul style="list-style-type: none"> Comprehensive Strategic Assessment Comprehensive Strategic Assessment Presentation

GRADING METHODOLOGY & POLICIES

Course assignments will be weighted as follows:

Component	Percent
Integrative Leadership Analysis	20%
Strategic Case Analysis*	20%
Comprehensive Strategic Assessment*	30%
Comprehensive Strategic Assessment Presentation*	10%
Discussion Forums	20%
TOTAL	100%

**-Note: Asterisked are group assignments – all others are individual assignments.*

A grade will be assigned based upon achievement of points within one of the following ranges:

Grade	Total Points
A (93% to 100%)	930 to 1,000
A- (90% to 92%)	900 to 929
B+ (87% to 89%)	870 to 899
B (83% to 86%)	830 to 869
B- (80% to 82%)	800 to 829
C+ (77% to 79%)	770 to 799
C (73% to 76%)	730 to 769
C- (70% to 72%)	700 to 729
D+ (67% to 69%)	670 to 699
D (63% to 66%)	630 to 669
D- (60% to 62%)	600 to 629
F (Below 60%)	Less than 600

INTEGRATIVE LEADERSHIP ANALYSIS & CAREER PLAN

The Integrative Leadership Analysis and Career Plan is worth 200 points and comprises 20% of your grade. Looking ahead and back simultaneously is an art that all healthcare executives must develop and maintain. It's important—as Wayne Gretzky once said—to skate to where the puck is going to be. All the while, one must understand the unique strengths and challenges that each individual possesses.

The goal of the integrative leadership analysis and career plan is to provide a time for each student to reflect on his or her future in healthcare. The paper will also critically analyze each student's strengths and weaknesses. Only by confronting these in an honest fashion will a healthcare executive, taking steps to address/limit blind spots, be effective and successful.

The plan will be between eight (8) to ten (10) pages (using 12-font, double-spaced, and one-inch margins on all sides), exclusive of a table of contents, bibliography, and exhibits. Late papers will not be accepted. The well-written paper will be one that is thoughtful, honest, and well-written. As an appendix, each paper must also include the student's current resume.

Part I of the paper is an honest analysis of each student's strengths and weaknesses. It is expected that each student be honest in his or her self-evaluation. While these papers will be confidential, if there are matters that a student is not comfortable in sharing, he/she should avoid addressing in the paper.

The student should employ a leadership and/or personality test. Each student is free to select the one that fits best. As such, the student should research and decide on which one(s) to use (e.g., Myers-Briggs, etc.).

Part I of the paper should include an assessment, along with a developmental plan. This plan should be specific in how each student will improve strengths while addressing areas of weakness. Given the plethora of information available on the Internet, students are encouraged to utilize on-line resources, evaluative tools, and developmental opportunities within the paper.

Part II of the paper should address the student's short-term (next three years) and long-term (next seven years) career plans, within the constraints of Part I, as well as any other mitigating factors (i.e., inability to move, need for further education, additional licensure requirements, etc.). Especially for the short-term career plan, detailed information should be included relative to the exact position sought, the linkage between the student's skill set and the requisite skills needed for the job, the type of healthcare provider, etc.

For both Parts I & II, the student will integrate the on-line readings on leadership, the ACHE Code of Conduct, and one of the following books:

Buckingham, M. and C. Coffman (1999), *First, Break All the Rules: What the World's Greatest Managers Do Differently* (Simon & Schuster).

Collins, J. (2001), *Good to Great: Why Some Companies Make the Leap...and Others Don't* (Harpers Collins Publishers).

Collins, J. (2002), *Build to Last: Successful Habits of Visionary Companies* (Harpers Collins Publishers).

Dye, C. (2010), *Leadership in Healthcare: Essential Values and Skills, Second Edition* (Health Administration Press).

Goleman, D., et al. (2004), *Primal Leadership: Learning to Lead with Emotional Intelligence* (Harvard Business Press).

Griffith, J., K. White, and P. Cahill (2003), *Thinking Forward: Six Strategies for Highly Successful Organizations* (Health Administration Press).

Groopman, J. (2008), *How Doctors Think* (Mariner Books).

Grossman, S. and T. Valiga (2008), *The New Leadership Challenge: Creating the Future of Nursing* (F.A. Davis Company).

Lee, F. (2004), *If Disney Ran Your Hospital: 9 1/2 Things You Would Do Differently* (Second River Healthcare).

Porter, M. and E. Teisberg (2006), *Redefining Health Care: Creating Value-Based Competition on Results* (Cambridge, MA: Harvard Business Press).

The completed paper will cite – throughout the narrative – one of the above books, along with all of the assigned readings, in order to demonstrate an awareness and application of all required resources.

STRATEGIC CASE ANALYSIS

The Strategic Case Analysis is worth 200 points, comprising 20% of your final grade. Key attributes of healthcare leaders include the ability to integrate various business concepts (e.g., marketing, management, finance, human resources, clinical care, physician issues, quality, market forces, etc.). The strategic case analysis assignment is a real-life case, preparing students for what they may face in healthcare management.

For this strategic case assignment, each two-person team will apply their healthcare knowledge to the assigned case. The team is expected to comprehensively and totally analyze the case from a number of perspectives, addressing the issues either real or perceived. Attention should be focused on addressing the key issue(s) to be addressed, evaluation of possible alternatives, and a supported recommendation(s). Given that one should look both internally and externally – the case narrative should address, evaluate, analyze and summarize these, using appropriate and relevant strategic planning tools.

The case analysis write-up will be eight (8) to ten (10) pages (using 12-font, double-spaced, and one-inch margins on all sides), exclusive of a table of contents, bibliography, and exhibits. The student will upload the case analysis to the “Assignment” tab on ECN by the due-date identified later in the course syllabus. Late case write-ups will not be accepted.

The well-written case analysis will be organized, comprehensive, accurate, and integrative. The grading rubric used to assess student performance for this assignment is included under the “Grading Rubrics” section of the course syllabus. As this is a team assignment, it is expected that each member will contribute equally to the individual components and total project. Failure to do so will result in an adjusted grade.

COMPREHENSIVE STRATEGIC ASSESSMENT

The Comprehensive Strategic Assessment is worth 300 points, comprising 30% of your total final grade. The two-person team will select a healthcare organization (e.g., health system, hospital, or continuing care retirement community) and complete a comprehensive strategic audit on that organization. The team is required to submit for review and approval the proposed healthcare organization to the professor by the date listed on the detailed course schedule.

This assignment is divided into three (3) separate submissions, each worth 100 points individually. Following is a detailed description of each:

Part I – Healthcare Organization Overview & Internal Analysis. Comprehensively analyze the healthcare organization, including its internal operations, financial operations (Form 990 via the GuideStar website) and financial ratio analysis, quality review (Hospital Compare and The Joint Commission’s Quality Check websites), service line offerings, and any other perspectives that illustrate the current situation of the healthcare organization. A thorough and accurate SWOT analysis should also be included.

Part II – Industry Overview and External Competitive Analysis. Comprehensively analyze the industry, including any current market forces or trends that are reshaping the landscape and requiring strategic responses. Part II should also include a complete analysis of the healthcare market and the selected healthcare organization’s primary competitor, including an analysis its internal operations, financial operations (accessing Form 990 via the GuideStar website), quality (accessing via the Hospital Compare and The Joint Commission’s Quality Check websites) service line offerings, and any other perspectives that illustrate the current situation of the healthcare organization. A thorough and accurate Porter Five Forces analysis should also be included. Finally, based upon Parts I and II, the analysis should identify two (2) strategic issues faced by the selected healthcare organization – directly linked to address issues and opportunities presented in Part I and Part II.

Part III – External Strategic Analysis. The submission will include a vision statement (for the next three to five years). Based upon the two (2) strategic initiatives identified in Part II, the student will offer at least three (3) tactical strategies that will address each identified strategic initiative. Each tactical strategy should be focused and objective (so that it's easily distinguishable when it has been completed or attained). After a brief discussion of each tactical strategy, an implementation time will be included to show the order and time needed to complete each tactical strategy. Finally, a balanced scorecard (using the examples outlined in this course or other healthcare specialty courses) will also be included.

Each of the above submissions should each be a minimum of six (6) to eight (8) pages (12-font, double-spaced, and one-inch margins on all sides), exclusive of a bibliography and/or exhibits. Each team will upload each portion of the strategic assessment to the "Assignment" tab on ECN by the due-date (identified later in the course syllabus). Late papers will not be accepted.

The well-written case analysis will be organized, comprehensive, accurate, and integrative. The grading rubric used to assess student performance for this assignment is included under the "Grading Rubrics" section of the course syllabus. As this is a team assignment, it is expected that each member will contribute equally to the individual components and total project. Failure to do so will result in an adjusted grade.

COMPREHENSIVE STRATEGIC ASSESSMENT PRESENTATION

The Comprehensive Strategic Assessment Presentation is worth 100 points, comprising 10% of your final grade. Each team will upload a YouTube video of the presentation. The professor will send via an ECN announcement with directions for recording and uploading the video.

Each presentation will be 8-10 minutes, prepared using PowerPoint, Prezi slides, Zoom, or another video software package that integrates slides, voice, and a video of the presenter. If videotaped, the camera should be positioned to include the speaker and slides. It is highly recommended that each student practice his/her presentation prior to presenting. Each student will be required to upload a copy of the presentation (PDF file – three slides per page). Further information is provided later in the course syllabus.

The professor will grade on the content of each student's presentation (exclusive of handouts, etc.). A grading rubric for the presentation is included in this course syllabus. The grading rubric used to assess student performance for this assignment is included under the "Grading Rubrics" section of the course syllabus.

Presentations are due on the date/time identified, uploaded to the Assignment Tabs on ECN and the appropriate Discussion Forums. Late presentations will not be accepted. As this is a team assignment, it is expected that each member will contribute equally to the presentation. Failure to do so will result in an adjusted grade.

DISCUSSION FORUMS

The Discussion Forums are worth 200 points, comprising 20% of your final grade. There will be a total of sixteen (16) Discussion Forum postings due, each worth 12.5 points individually, for a total of 200 points.

Active student participation is the intellectual sharing of and engaging with others in the discussion forums and experiences that are integral in the teaching-learning milieu. There is also the expectation that contributions made should reflect a growing understanding of course topic(s).

Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials. Participation includes BOTH original discussion and responses to discussions of other students.

Discussion Forum. Participation in the discussion forums is critical for maximizing students' learning experiences in this training course. Each student is required to be part of an online community through discussion to enhance and support the learning development of the group and its respective members.

Part of the assessment criteria for the course includes assessing the quality and quantity of each student's participation in the discussion forum.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion question and at least one (1) response to the early group members' postings.

Postings must be relevant and substantive (i.e. not comprised of one word responses or just stating, "I agree"). The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response.

Some characteristics that are considered to be a part of excellent discussion contributions are outlined below and will be considered when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session – all by the deadlines identified. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what others have posted to your posts. The required number is the "minimum" number of posts required – however, students are encouraged to engage in online dialogues.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.
- Each post should include a consistent format for the subject line. As an example, please identify the Module number and day on which the post is required. As an example, "Module #2—Wednesday" or "Module #6—Sunday." Deviating from this format may cause confusion.

CLASS COMMUNICATION (ESPECIALLY EMAIL COMMUNICATION)

We will use Walsh emails address exclusively. It is critical that you check your Walsh email account throughout the week between classes. The professor may send handouts and/or articles to review between class meeting times. **It is your responsibility to check your Walsh email account,** read any attachments, and take appropriate action based upon the email message.

If you have any questions about the technical aspects of your Walsh email account, please contact Walsh University's Information Systems Department Help Desk at helpdesk@walsh.edu. If you need to contact the instructor, please feel free to contact at any time – don't hesitate! Use the contact information on the first page of this course syllabus.

TENTATIVE SCHEDULE (AS OF AUGUST XX, 2019)

MODULE	READINGS AND ACTIVITIES
Module 1 (Week #1) (MONTH x-x)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #1 (Read chapter and watch narrated PowerPoint lecture) • Chapter #9 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others' Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #1) on ECN.
Module 2 (Week #2) (MONTH x-x)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #2 (Read chapter and watch narrated PowerPoint lecture) • Chapter #4 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Upload "Health Law Summary & Analysis" via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others' Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #2) on ECN.
Module 3 (Week #3) (MONTH x-x)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #3 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s) and/or watch assigned YouTube videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Upload "Health Law Summary & Analysis" via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others' Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #3) on ECN.

MODULE	READINGS AND ACTIVITIES
Module 7 (Weeks #7) (MONTH x-x)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #8 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Upload “Health Law Summary & Analysis” via Assignment Tab on ECN. • Upload “Health Professions” paper via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Upload “Ethics Debate Rebuttal” presentation file or weblink to Discussion Forum. • Reply to others’ Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #7) on ECN.
Module 8 (Week #8) (MONTH x-x)	<p><u>Complete the following assignments:</u></p> <ul style="list-style-type: none"> • Chapter #10 (Read chapter and watch narrated PowerPoint lecture) • Read assigned article(s), listen to podcasts, and/or watch videos <p><u>Activities by Wednesday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Post onto Discussion Forum per prompt in module description. • Submit Final Examination via Assignment Tab on ECN. <p><u>Activities by Saturday at 8:00 PM of this week:</u></p> <ul style="list-style-type: none"> • Reply to others’ Discussion Forum posts per prompt in module description. • Complete the weekly quiz (Quiz #8) on ECN.

(Please note that this course schedule is subject to change. Students will be notified if/when any changes to the schedule occur.)

WALSH UNIVERSITY
Digital Campus – Healthcare Administration Program
HCA300 – Healthcare Ethics & Law

MODULE #1 — THE NATURE OF STRATEGIC MANAGEMENT (1)
VALUE-ADDING SUPPORT STRATEGIES (9)

Module Student Learning Outcomes

Chapter #1

1. Describe why strategic management is crucial in today's dynamic health care industry.
2. Trace the evolution of strategic management.
3. Discuss the rationale and usefulness of strategic thinking maps.
4. Define and differentiate between strategic management, strategic thinking, strategic planning, and strategic momentum.
5. Articulate the necessity for both the analytic and emergent models of strategic management.
6. Clarify whether an organization may realize a strategy that it never intended.
7. Discuss the benefits of strategic management for health care organizations.
8. Explain the links between the different levels of strategy within an organization.
9. Describe the various leadership roles of strategic managers.

Chapter #9

1. Explain why the value- adding support strategies are important elements in the implementation of strategy.
2. Align the value- adding support strategies to ensure they point the organization toward achieving its mission, vision, and goals.
3. Link the results of internal analysis of the support activities to the implementation of value- adding support strategies.
4. Demonstrate how the culture, structure, and strategic resources of an organization must be explicitly linked to directional, adaptive, market entry, and competitive strategies, as well as the value- adding service delivery strategies.
5. Discuss how the value- adding support strategies may be used to create or solidify competitive advantages and strengthen weaknesses to overcome competitive disadvantages.
6. Explain how the value- adding support strategies provide guidance for the development of organizational objectives and action plans.

Learning Activities

Each student will complete the following learning activities for Module #1:

Readings & Activities:

- Read Ginter, Duncan, & Swayne – Chapter #1.
- Read Ginter, Duncan, & Swayne – Chapter #9.

Videos:

- Watch video for Module #1 – “What is strategic planning, really.”

Podcasts:

- Listen to Podcast – Course Introduction.
- Listen to Podcast – Chapter #1.
- Listen to Podcast – Chapter #9.

Discussion Questions and/or Activities:**Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:**

1. Discussion #1: One of the key arguments for universal access to health (where everyone is covered by a government-run insurance program) is that healthcare is right – not a privilege. Please answer the following questions in your three to four paragraph posting:
 - a. What is your position – is access to healthcare a right for all or a privilege for those who qualify?
 - b. What does the United States Constitution say about health? Or, where could you infer that it does?
 - c. How will the above affect future legislation that deals with healthcare?
2. Discussion #2: Given that you are pursuing an undergraduate degree in healthcare administration, we can assume that none of us are practicing attorney. Given that assumption, in your three to four paragraph posting:
 - a. Why is it important to know something about healthcare law?
 - b. What value will this knowledge bring to your position as a healthcare manager?
3. Student Introductions: On the General Discussion Forum, include a brief introduction: your name, current employment, what interests you in the healthcare field, and future career goals.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least three (3) of your fellow learner's *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. Take an opposite position than the one advanced by the person offering the original post. For example, if the other student posted originally that healthcare is not a right, then advocate why you think that it is.
 - b. For other similar posts, be sure to include "new information" if you are taking the same position in other replies, do not simply restate what you replied in a previous post.
2. Discussion #2: Comment on at least three (3) of your fellow learner's *original* postings, adding a one or two paragraph response for each discussion forum post. In your post and specific to this discussion forum post, please answer the following:
 - a. Given your classmate's post, when is it acceptable to handle the issue yourself as a healthcare manager?
 - b. Conversely, when is it required that you contact an attorney? Please cite an example or two to justify your reply.
3. Quiz #1: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 2.5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).

WALSH UNIVERSITY
Digital Campus – Healthcare Administration Program
HCA300 – Healthcare Ethics & Law

MODULE #2 — UNDERSTANDING & ANALYZING THE ENVIRONMENT (2)
INTERNAL ENVIRONMENTAL ANALYSIS & COMPETITIVE ADVANTAGE (4)

Module Student Learning Outcomes

Chapter #2

1. Discuss the significance of external analysis for health care organizations.
2. Articulate the specific goals of external analysis.
3. Point out some limitations of external analysis.
4. Describe how various types of organizations in society (macro- environment), the health care industry, and the service area influence the delivery of healthcare.
5. Identify major general environment, health care system, and service area trends affecting health care organizations.
6. Describe the utilization of key sources of external information.
7. Discuss important techniques used to identify and analyze external issues, trends and events.
8. Suggest several questions to initiate strategic thinking.
9. concerning identifying and responding to external change.

Chapter #4

1. Explain how external analysis creates the context for internal analysis.
2. Articulate the rationale of using the organizational value chain to identify organizational strengths and weaknesses.
3. Discuss the ways in which value can be created at various places in the organization.
4. Use the value chain to identify organizational strengths and weaknesses.
5. Determine the competitive relevance of each organizational strength and weakness.
6. Describe how competitively relevant strengths and weaknesses can be used as the basis for developing strategic plans.
7. Discuss the importance of identifying and developing competitive advantage for a health care organization.

Learning Activities

Each student will complete the following learning activities for Module #2:

Readings & Activities:

- Read Ginter, Duncan, & Swayne – Chapter #2.
- Read Ginter, Duncan, & Swayne – Chapter #4.

Videos:

- Watch video for Module #2 – “Competitive Advantages for a Nonprofit.”
- Watch video for Module #2 – “Internal Environment and Management.”

Podcasts:

- Listen to Podcast – Chapter #2.

- Listen to Podcast – Chapter #4.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: From your understanding of other countries' healthcare systems, answer the following questions in your four to five paragraph posting:
 - a. Which country seems to have the best healthcare system (be sure to include how you rated it best)?
 - b. What can the United States learn from the country that you rated as best?
 - c. If you were to construct your ideal healthcare system, what would you draw from different countries' systems? Why?
2. Discussion #2:

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least three (3) of your fellow learner's *original* postings, adding a two or three paragraph response for each discussion forum post. Do not simply "agree" or comment on the high quality of the others' posts. Rather, begin a dialogue – in which you extend the line of thought, respectfully challenge the position, or add in new information.
2. Discussion #2:
3. Quiz #2: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 2.5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).
4. Health Law Summary & Analysis (if you were assigned a case for this week): Upload your "Health Law Summary & Analysis" write-up (M/S Word file) via the Assignment Tab on ECN.

WALSH UNIVERSITY
Digital Campus – Healthcare Administration Program
HCA300 – Healthcare Ethics & Law

MODULE #3 — SERVICE AREA COMPETITOR ANALYSIS (3)

Module Student Learning Outcomes

Chapter #3

1. Appreciate the importance of service area competitor analysis as well as its purpose.
2. Describe the process of service area competitor analysis.
3. Examine the relationship between general environment, the health care industry, and service area to identify issues identification and competitors.
4. Explain the importance of a service area structure analysis for a health care organization.
5. Develop critical factors for success for a product or service in a service area.
6. Identify strategic groups and map competitors' strategies along important service and market dimensions.
7. Assess likely competitor strategies.
8. Synthesize a service area competitor analysis into some strategic conclusions.
9. Validate strategic assumptions to reinitiate strategic thinking concerning the service area and competitors.

Learning Activities

Each student will complete the following learning activities for Module #3:

Readings & Activities:

- Read Ginter, Duncan, & Swayne – Chapter #3.

Videos:

- Watch video for Module #3 – “External Environment and Management.”
- Watch video for Module #3 – “The External Business Environment.”

Podcasts:

- Listen to Podcast – Chapter #3.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: With your growing knowledge of the healthcare workforce landscape, answer the following questions in your four to five paragraph posting:
 - a. What are the differences between a nurse practitioner and physician assistant? Which seems better?
 - b. How would you assess the overall healthcare workforce? Any impending shortages? Surpluses?
 - c. What impact will physician extenders have on the quality of care? Access? Cost?
2. Discussion #2:

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least three (3) of your fellow learner's *original* postings, adding a two or three paragraph response for each discussion forum post. Do not simply "agree" or comment on the high quality of the others' posts. Rather, begin a dialogue – in which you extend the line of thought, respectfully challenge the position, or add in new information.
2. Discussion #2:
3. Quiz #3: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 2.5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).
4. Health Law Summary & Analysis (if you were assigned a case for this week): Upload your "Health Law Summary & Analysis" write-up (M/S Word file) via the Assignment Tab on ECN.

WALSH UNIVERSITY
Digital Campus – Healthcare Administration Program
HCA300 – Healthcare Ethics & Law

MODULE #4 — DIRECTIONAL STRATEGIES (5)

Module Student Learning Outcomes

Chapter #5

1. Discuss how external environmental analysis, service area analysis, and internal analysis provide the context for developing the directional strategies.
2. Describe the roles of and relationships among mission, vision, values, and strategic goals.
3. Develop a mission statement incorporating the important characteristics and components of organizational missions.
4. Compose an organizational vision statement using the relevant characteristics and components of organizational visions.
5. Develop a values statement based on established characteristics and components of organizational values.
6. Identify service category critical success factors.
7. Develop a set of strategic goals that contribute to the mission, move the organization toward the realization of its vision, and are consistent with the organization's values.
8. Discuss the important issues in the governance of health care organizations and the role of boards of directors in maintaining policy- making direction.

Learning Activities

Each student will complete the following learning activities for Module #4:

Readings & Activities:

- Read Ginter, Duncan, & Swayne – Chapter #5.

Videos:

- Watch video for Module #4 – “How to Write a Mission Statement.”
- Watch video for Module #4 – “How to Write a Vision Statement.”

Podcasts:

- Listen to Podcast – Chapter #5.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: What are your thoughts about the direct primary care model of care and reimbursement? Additionally, in your four to five paragraph response, address the following:
 - a. From an insurance provider perspective, how will it be welcome?
 - b. What impact will it have on physician practice management?
 - c. Aside from the direct primary care payment methodology and thinking only of physician practice management, what does the future hold? How do you think that physician practices will look, be organized, etc., in the future?
2. Discussion #2:

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least three (3) of your fellow learner's original postings, adding a two or three paragraph response for each discussion forum post. Do not simply "agree" or comment on the high quality of the others' posts. Rather, begin a dialogue – in which you extend the line of thought, respectfully challenge the position, or add in new information.
2. Discussion #2:
3. Quiz #4: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 2.5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).
4. Health Law Summary & Analysis (if you were assigned a case for this week): Upload your "Health Law Summary & Analysis" write-up (M/S Word file) via the Assignment Tab on ECN.

WALSH UNIVERSITY
Digital Campus – Healthcare Administration Program
HCA300 – Healthcare Ethics & Law

MODULE #5 — DEVELOPING STRATEGIC ALTERNATIVES (6)

Module Student Learning Outcomes

Chapter #6

1. Discuss the steps and logic of strategy development.
 2. Identify the hierarchy of strategies and strategic decisions required in strategic planning.
 3. Explain the relationship among directional strategies, adaptive strategies, market entry/exit strategies, and competitive strategies.
 4. Identify strategic alternatives available to health care organizations.
 5. Provide the rationale as well as advantages and disadvantages for strategic alternatives.
 6. Demonstrate how strategies may be used in combination to accomplish the organization's goals.
 7. Map strategic decisions showing how they are linked in an ends-means chain.
-

Learning Activities

Each student will complete the following learning activities for Module #5:

Readings & Activities:

- Read Ginter, Duncan, & Swayne – Chapter #6.

Videos:

- Watch video for Module #5 – “Putting Your SWOT to Work.”

Podcasts:

- Listen to Podcast – Chapter #6.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: After reading the assigned chapters and articles for this week, answer the following questions in your four to five paragraph posting:
 - a. What are the financial and productivity incentives for delivering inpatient care?
 - b. What are the financial and productivity incentives for delivering outpatient care?
 - c. What are your thoughts about a small hospital merging with a larger one? Include your thoughts on the culture, operations, market reach, and any other issue that can be impacted.
 - d. Offer your thoughts on the four “Remaking American Healthcare” videos. Did you agree with their premises and conclusions? If not, why? What would you offer?
2. Discussion #2:

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least three (3) of your fellow learner's *original* postings, adding a two or three paragraph response for each discussion forum post. Do not simply "agree" or comment on the high quality of the others' posts. Rather, begin a dialogue – in which you extend the line of thought, respectfully challenge the position, or add in new information.
2. Discussion #2.
3. Quiz #5: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 2.5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).
4. Ethics Debate Paper: Upload the "Ethics Debate" paper (M/S Word file) via the Assignment Tab on ECN.
5. Ethics Debate Slides: Upload "Ethics Debate" presentation file via the Assignment Tab on ECN.
6. Ethics Debate Presentation: Upload the "Ethics Debate" presentation weblink or video file via the Discussion Forum.

WALSH UNIVERSITY
Digital Campus – Healthcare Administration Program
HCA300 – Healthcare Ethics & Law

MODULE #6 — EVALUATION OF ALTERNATIVES & STRATEGIC CHOICE (7)

Chapter #7

1. Explain the rationale underlying the strategic thinking maps used to evaluate strategic alternatives.
 2. Discuss the methods for the evaluation of adaptive strategic alternatives for a health care organization.
 3. Discuss the external conditions and appropriate internal resources, competencies, and capabilities appropriate for the market entry/exit strategic alternatives.
 4. Discuss the external conditions and appropriate internal resources, competencies appropriate for strategic posture and generic positioning alternatives.
 5. Articulate the role of the service delivery and support strategies.
-

Learning Activities

Each student will complete the following learning activities for Module #6:

Readings & Activities:

- Read Ginter, Duncan, & Swayne – Chapter #7.

Videos:

- Watch video for Module #6 – “Corporate Level Strategy.”

Podcasts:

- Listen to Podcast – Chapter #7.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: Answer the following questions in your four to five paragraph posting:
 - a. What are your general reactions to the use of artificial intelligence in healthcare?
 - b. How could you see it utilized? Be creative in your response.
 - c. How do you define “value” from the patient perspective?
 - d. How can healthcare providers deliver on this definition of “value”?
2. Discussion #2:

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least three (3) of your fellow learner’s *original* postings, adding a two or three paragraph response for each discussion forum post. Do not simply “agree” or comment on the high quality of the others’ posts. Rather, begin a dialogue – in which you extend the line of thought, respectfully challenge the position, or add in new information.

2. Discussion #2:
3. Quiz #6: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 2.5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).
4. Health Law Summary & Analysis (if you were assigned a case for this week): Upload your "Health Law Summary & Analysis" write-up (M/S Word file) via the Assignment Tab on ECN.

WALSH UNIVERSITY
Digital Campus – Healthcare Administration Program
HCA300 – Healthcare Ethics & Law

MODULE #7 — VALUE-ADDING SERVICE DELIVERY STRATEGIES (8)

Module Student Learning Outcomes

Chapter #8

1. Explain how the service delivery portion of the value chain is key in the implementation of strategy.
2. Discuss the service delivery strategies.
3. Describe the decision logic for developing implementation strategies.
4. Link the results of internal analysis and the development of service delivery implementation strategies.
5. Explain how the pre- service, point- of- service, and after- service strategies of an organization are the means to achieve directional, adaptive, market entry, and competitive strategies.
6. Demonstrate how competitive advantage may be created inside the organization through implementation of the service delivery strategies.
7. Explain how the service delivery strategies may be used to strengthen competitive advantages and improve competitive disadvantages

Learning Activities

Each student will complete the following learning activities for Module #7:

Readings & Activities:

- Read Ginter, Duncan, & Swayne – Chapter #8.

Videos:

- Watch video for Module #7 – “How to Develop Key Performance Indicators.”
- Watch video for Module #7 – “How to Set SMART Goals.”

Podcasts:

- Listen to Podcast – Chapter #8.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: Population health has been an emerging strategy and thought for the past five years. It is built on the “medical home” model of the early 2000’s. To that end, answer the following questions in your four to five paragraph posting:
 - a. What is needed for a county to advance a population health strategy?
 - b. Who should be involved? Who should lead the effort? Why?
 - c. What are the greatest hurdles to developing a county-wide population health orientation?
 - d. What is the future of population health? Will it deepen its roots or will it disappear in the future?

2. Discussion #2:

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least three (3) of your fellow learner's original postings, adding a two or three paragraph response for each discussion forum post. Do not simply "agree" or comment on the high quality of the others' posts. Rather, begin a dialogue – in which you extend the line of thought, respectfully challenge the position, or add in new information.
2. Discussion #2:
3. Quiz #7: Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 2.5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).
4. Health Law Summary & Analysis (if you were assigned a case for this week): Upload your "Health Law Summary & Analysis" write-up (M/S Word file) via the Assignment Tab on ECN.

WALSH UNIVERSITY
Digital Campus – Healthcare Administration Program
HCA300 – Healthcare Ethics & Law

MODULE #8 — COMMUNICATING THE STRATEGY & DEVELOPING ACTION PLANS (10)
--

Module Student Learning Outcomes

Chapter #10

1. Describe the interrelationships among situation analysis, strategy formulation, value- adding service delivery and support strategies, and action plans.
2. Discuss how strategies are translated into action plans.
3. List the components of an action plan and explain the function of each component.
4. Cite some reasons that cause strategies to be difficult to implement in health care organizations.
5. Suggest some effective ways to overcome barriers to the implementation of strategies.
6. Explain the need for contingency planning in health care organizations.
7. Relate the map and compass metaphor to strategic thinking, strategic planning, and managing the strategic momentum.

Learning Activities

Each student will complete the following learning activities for Module #8:

Readings & Activities:

- Read Ginter, Duncan, & Swayne – Chapter #10.

Videos:

- Watch video for Module #8 – “How to Effectively Communicate Your Strategy.”
- Watch video for Module #8 – “Ten Tips to Keep Your Strategic Plan from Hitting the Shelf.”

Podcasts:

- Listen to Podcast – Chapter #10.

Discussion Questions and/or Activities:

Posted on the ECN Discussion Forum by Wednesday – 8:00 PM:

1. Discussion #1: Drawing from the assigned readings for this week, answer the following questions in your four to five paragraph posting:
 - a. What is the future of the micro-hospital concept? Will be gain traction or not? Why?
 - b. How can you envision the Triple Aim impacting the quality of healthcare? How has or will it impact the delivery of healthcare?

- c. Now that you've learned many aspects of the healthcare field – where do you see it going? What will be the major issues faced in the future? How should the system tackle these challenges or growth opportunities? Where do you see yourself fitting within the system?
2. Discussion #2:
3. Final Examination: Upload the "Final Examination" (M/S Word file) via the Assignment Tab on ECN.

Posted on the ECN Discussion Forum by Saturday – 8:00 PM:

1. Discussion #1: Comment on at least three (3) of your fellow learner's original postings, adding a two or three paragraph response for each discussion forum post. Do not simply "agree" or comment on the high quality of the others' posts. Rather, begin a dialogue – in which you extend the line of thought, respectfully challenge the position, or add in new information.
2. Discussion #2:
4. Quiz #8 Complete the Quiz. It is an open-book and open-notes quiz. As it is a timed quiz, you will have only fifteen (15) minutes to complete the ten (10) quiz questions. Please note that, once you begin the quiz, you cannot exit and enter later. In other words, once you start the quiz, you must finish it. Please keep this in mind when beginning the quiz. This quiz is worth a total of twenty-five (25) points (each question is worth 2.5 points). The Quiz can be found under the Tests/Quizzes tab on ECN. If you experience any technical issues while taking the quiz, please contact the Help Desk immediately (330-244-4357 or 330-244-HELP).

DSOB WRITING RUBRIC (TOTAL OF 24 POINTS AVAILABLE FOR EACH WRITING ASSIGNMENT)

	Not Acceptable (0 Points)	Needs Improvement (1 Point)	Satisfactory (2 Points)	Exemplary (3 Points)
Organization and Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.
Professional Tone/Voice (Use of Third Person)	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.
Presentation of Ideas	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.
Grammar and Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.
Punctuation and Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.
Format (Length, Report, Essay, and APA)	APA formatted is not correctly used throughout and/or the paper does not meet the length guidelines.			APA formatted is correctly used throughout and the paper meets the length guidelines.
TOTAL POINTS				/24 Points

Note: A student scoring lower than 14/24 on the DSOB Writing Rubric on any written assignment will not have their work graded for content, and the student will be required to remediate his/her work by obtaining writing tutoring, as provided by the Academic Support Center at Walsh University. This support is available in person or by electronic means.

ONLINE DISCUSSION RUBRIC (TOTAL OF 12.5 POINTS AVAILABLE FOR EACH POST AND REPLY)
--

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Quality of Information (5 Points Total)	Postings restate the main concept(s).	Postings focus on the week's topic, but do not integrate course concepts and/or do not offer any examples.	Postings consistently focus on the week's topic and integrate course concepts; provides one (1) supporting detail or example.	Postings consistently focus on the week's topic and integrate course concepts; provides several supporting details and/or examples.
Timeliness of Posting (2.5 Points Total)	Initial posting or any subsequent replies are not uploaded before the deadline.			Initial posting and all subsequent replies are uploaded before the deadline.
Writing Assessment (2.5 Points Total)	The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.			
			TOTAL POINTS	/12.5 Points

Note: Students are required to complete all assigned initial posts and subsequent replies by the date/time noted on the course syllabus and on the ECN Discussion Forums. Five (5) points will be deducted for a student who does not make an initial post or appropriate number of replies. In addition, a two and one-half (2.5) point deduction will be applied for any initial posting or subsequent replies that is late.

INTEGRATIVE LEADERSHIP ANALYSIS (TOTAL OF 200 POINTS AVAILABLE FOR EACH CASE ANALYSIS)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Self-Analysis & Developmental Plan (60 Points Total)	Narrative includes a self-analysis, but does not offer a developmental plan and/or offer any self-analysis, personality test, or leadership analysis.	Narrative includes a developmental plan, but does not appear to be grounded to or linked with the personality or leadership analysis.	Narrative includes a generally complete and realistic developmental plan, grounded to and linked with a self-analysis and one personality or leadership analysis.	Narrative includes a comprehensive and realistic developmental plan, grounded to and superbly-linked with a self-analysis and two different personality or leadership analyses.
Short-Term and Long-Term Goals (50 Points Total)	Offers short-term and long-term goals, but does not link to the self-analysis.	Offers short-term and long-term goals exhibiting some critical thinking, with some linkage to the self-analysis.	Offers specific short-term and long-term goals generally exhibiting critical thinking by linking self-analysis with goals.	Offers specific short-term and long-term goals consistently exhibits critical thinking by superbly linking self-analysis with goals.
Resume (20 Points Total)	Resume is not current, is not well-formatted, or is not professionally-presented.	Resume is current, but the formatting and/or the presentation could be improved.	Resume is current and generally well-formatted and professionally-presented.	Resume is current, superbly formatted, and professionally-presented.
Integration of Course Materials (20 Points Total)	Does not integrate assigned readings DVD into the analysis.	Integrates course materials sporadically, but does not demonstrate grasp of concepts.	Generally integrates course materials, but could demonstrate greater grasp of concepts.	Comprehensively integrates course materials showing a real grasp of the concepts.
Writing Assessment (50 Points Total)	The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.			
			TOTAL POINTS	/200 Points

STRATEGIC CASE ANALYSIS (TOTAL OF 200 POINTS AVAILABLE)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Identification of Issues (30 Points Total)	Case analysis does not identify issues. [0 Points]	Case analysis identifies a few issues, but fails to provide any background or context. [24 Points]	Case analysis offers one to three clear and distinctive set of issues, or some issues that are not important to the situation. [27 Points]	Case analysis provides a full and complete set of all the relevant and important issues of the case. [30 Points]
Analysis of the Situation (60 Points Total)	Analyzes the situation but is neither complete in analyzing the internal and external perspectives nor accurate in showing connections between the issues and the current situation issues. [0 Points]	Analyzes the situation from an internal and external perspective – but is not effective in showing connections between the issues and the current situation. [48 Points]	Analyzes the situation thoroughly from an internal and external perspective – showing many of the connections between the issues and the current situation. [54 Points]	Analyzes the situation comprehensively from an internal and external perspective – showing all of the connections between the issues and the current situation. [60 Points]
Recommended Course of Action (30 Points Total)	Either only one course of action is offered or the courses of action offered are not linked to issues, current situation or possible strategic response. [0 Points]	A few courses of action are offered, with some logic, and linkage to the issues, current situation, and possible response – however, it could have been improved. [24 Points]	Multiple courses of action are generally logical, well-developed, but the linkage to the issues, current situation, and possible response could have been improved. [27 Points]	Multiple courses of action are very well-developed, logical, thorough, and linked to the issues, current situation, and possible response. [30 Points]
Integration of Course Materials (30 Points Total)	Does not integrate assigned readings DVD into the analysis. [0 Points]	Integrates course materials sporadically, but does not demonstrate grasp of concepts. [24 Points]	Generally integrates course materials, but could demonstrate greater grasp of concepts. [27 Points]	Comprehensively integrates course materials showing a real grasp of the concepts. [30 Points]
Writing Assessment (50 Points Total)	The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.			
			TOTAL POINTS	/200 Points

COMPREHENSIVE STRATEGIC ASSESSMENT REPORT – PART I (TOTAL OF 100 POINTS AVAILABLE)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Organizational Analysis (20 Points Total)	Lack of any meaningful operational analysis. [0 Points]	Some complete or accurate organizational analysis, but could have benefitted from greater research. [16 Points]	Generally complete and accurate organizational analysis, demonstrating an overall understanding of issues as demonstrated by solid research. [18 Points]	Totally complete and accurate organizational analysis, demonstrating a superb understanding of issues as demonstrated by superb research. [20 Points]
Operational Analysis (15 Points Total)	Not at all thoughtful presentation of the affected operational factors. [0 Points]	Somewhat thoughtful analysis of the operational factors, but a general lack of integrative knowledge. [11 Points]	Generally thoughtful and complete analysis of the operational factors, including some integrative knowledge of areas. [13 Points]	Thoughtful, complete, and realistic analysis of operational factors, demonstrating integrative knowledge across the various operational areas. [15 Points]
Financial Analysis (20 Points Total)	Lack of any financial or payer mix information into the narrative. [0 Points]	Some accurate payer mix and description of financial issues (e.g., revenues, pricing), but would have benefitted from improved financial analyses. [16 Points]	Generally complete and accurate payer mix description and financial issues, (e.g., revenue, pricing), demonstrating a general understanding of financial issues. [18 Points]	Totally complete and accurate payer mix description and financial analysis, (e.g., revenue, pricing), demonstrating a superb understanding of financial issues. [20 Points]
SWOT Analysis (20 Points Total)	Does not offer a complete set of issues or does not assign the internal and external issues correctly. [0 Points]	Offers a generally complete set of issues, but fails to assign internal or external issues correctly. [16 Points]	Generally analyzes and correctly assigns internal and external issues appropriately. [18 Points]	Comprehensively analyzes and correctly assigns internal and external issues. [20 Points]
Writing Assessment (25 Points Total)	The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.			
			TOTAL POINTS	/100 Points

COMPREHENSIVE STRATEGIC ASSESSMENT REPORT – PART II (TOTAL OF 100 POINTS AVAILABLE)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Industry Analysis (15 Points Total)	Not at all thoughtful presentation of industry issues. [0 Points]	Somewhat thoughtful presentation of industry issues, but a general lack of integrative knowledge. [11 Points]	Generally thoughtful and complete presentation of industry factors, including demonstration of some integrative knowledge. [13 Points]	Superbly thoughtful and complete presentation of industry factors, including accurate and complete demonstration of integrative knowledge. [15 Points]
Market Analysis (20 Points Total)	Not at all thoughtful presentation of the market. [0 Points]	Somewhat thoughtful presentation of market issues, but a general lack of integrative knowledge. [11 Points]	Generally thoughtful and complete presentation of market analysis, including demonstration of some integrative knowledge. [13 Points]	Superbly thoughtful and complete presentation of market analysis, including accurate and complete demonstration of integrative knowledge. [15 Points]
Competitive Analysis (30 Points Total)	Completed competitive analysis that demonstrates no research and/or a general lack of the market. [0 Points]	Completed competitive analysis that demonstrates little research or a lack of the market. [24 Points]	Completed competitive analysis that demonstrates some research and a general understanding of the market. [27 Points]	Expertly prepared competitive analysis that demonstrates significant research and complete understanding of the market. [30 Points]
Porter Five Forces Analysis (10 Points Total)	Mention of the model, but no demonstration of any understanding, application, or examples [0 Points]	Some description of the model, but an incomplete application and/or citation of relevant examples. [8 Points]	Generally complete and accurate description of the model, including an application and citation of relevant examples. [9 Points]	Totally complete and accurate description of the model, including an application and citation of relevant examples. [10 Points]
Writing Assessment (25 Points Total)	The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.			
			TOTAL POINTS	/100 Points

COMPREHENSIVE STRATEGIC ASSESSMENT REPORT – PART III (TOTAL OF 100 POINTS AVAILABLE)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Vision Statement (5 Points Total)	Vision statement is not objective, measurable, or realistic – and does not fit the definition as outlined in course materials. [0 Points]	Vision statement is somewhat acceptable, but lacks objectivity, realism, or measurement and doesn't conform to the definition. [0 Points]	Vision statement generally is objective, measurable, and realistic – but could be improved slightly. [0 Points]	Vision statement is totally objective, measurable, and realistic, and will serve as a “rallying point” for the organization. [0 Points]
Evaluation of Alternatives (20 Points Total)	Pros/cons of alternatives are either not offered or only covered in a cursory fashion. [0 Points]	Pros/cons of most alternatives are offered in a somewhat objective fashion, demonstrating some level of analysis and thought. [16 Points]	Pros/cons of all possible alternatives are offered in a generally objective fashion, demonstrating a high level of analysis and thought. [18 Points]	Pros/cons of all possible alternatives are offered in a flawless and objective fashion, demonstrating the highest level of analysis and thought. [20 Points]
Recommended Courses of Action (20 Points Total)	Course of action is offered with little to no effort in terms of its defense or presentation. [0 Points]	Course of action is articulated and presented, but could have been better defended. [16 Points]	Course of action is generally well articulated, presented and justified or defended. [18 Points]	Course of action is superbly articulated, presented and defended. [20 Points]
Strategic Linkages (20 Points Total)	Does not provide any link between the proposed courses of action to the industry, competitive, or organizational issues. [0 Points]	Strategic linkages could have improved with response with industry, competitive, and organizational issues. [16 Points]	Generally links the proposed courses of action with response to industry, competitive, and organizational issues. [18 Points]	Flawlessly links the proposed courses of action with response to industry, competitive, and organizational issues. [20 Points]
Implementation Timeline (10 Points Total)	Implementation timeline is either not complete or inaccurate, missing major areas (e.g., identification of responsible parties, dates, etc.). [0 Points]	Implementation timeline appears complete, but has issues in accuracy, realism, and/or identification of dates, responsibilities, etc. [8 Points]	Implementation timeline is generally complete, accurate, and realistic, with identification of appropriate dates, responsibilities, etc. [9 Points]	Implementation timeline is complete, accurate, and realistic, with an identification of appropriate dates responsibilities, etc. [10 Points]
Writing Assessment (25 Points Total)	The score from the DSoB writing rubric will be applied to this grading line item. Basically, the total assessed writing rubric score will be converted into a percentage (with a maximum of 24 points available) and applied to the points available for this specific assignment grading rubric line item.			
			TOTAL POINTS	/100 Points

COMPREHENSIVE STRATEGIC ASSESSMENT REPORT PRESENTATION — PROJECT GRADING RUBRIC (TOTAL OF 100 POINTS AVAILABLE)

	Below Average (50%)	Average (80%)	Very Good (90%)	Excellent (100%)
Organization and Discussion (20 Points Total)	Student presents information in a disorganized fashion.	Student covers all of the necessary areas, but does so in an illogical format.	Student presents information in logical sequence which can be followed.	Student presents information in logical and interesting sequence which audience can follow, engaging them in discussion as appropriate.
Subject Knowledge (20 Points Total)	Student does not have a grasp of information.	Student is uncomfortable with information being presented.	Student is at ease.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Slide Grammar, Spelling, and Graphics (10 Points Total)	Slides are not formatted correctly and are difficult to read.	Slides contain no grammatical or spelling errors and are generally well-formatted, but could be improved.	Slides contain no grammatical or spelling errors, are well formatted, and easy to follow along.	Slides contain no grammatical or spelling errors, are excellently formatted, and easy to follow along.
Cohesion and Transitions (10 Points Total)	Student does not appear to have rehearsed or planned the presentation so that it fits together.	Transitions from one slide to the other are acceptable but could be more polished.	Transitions from one slide to the other are generally well-done.	Slide transitions from one slide to the other are expertly handled.
Elocution and Public Speaking (10 Points Total)	Student does not speak loudly enough to be heard and seems very uncomfortable presenting.	Student speaks clearly and loudly enough some of the time.	Student speaks clearly and loudly enough much of the time for all in the audience to hear every word, throughout the presentation.	Student speaks clearly and loudly enough for all in the audience to hear every word, at all times throughout the presentation.
Debate Rebuttal (20 Points Total)	Student either does not rebut the assigned counterpoint presentation or does not offer a counter argument, where significant improvements or points could have been offered.	Student rebuts the positions of the assigned counterpoint presentation in an average manner, making a solid argument and generally solidifying the original position – but improvements could've been made in the content.	Student rebuts the positions of the assigned counterpoint presentation in an above average manner, making a solid argument and generally solidifying the original position.	Student superbly rebuts the positions of the assigned counterpoint presentation, making a compelling argument and completely solidifying the original position.
Length of Presentation (10 Points Total)	Initial presentation is within four minutes (+/-) of allotted time.	Initial presentation is within three minutes (+/-) of allotted time.	Initial presentation is within two minutes (+/-) of allotted time.	Initial presentation is within one minute (+/-) of allotted time.
			TOTAL POINTS	/100 Points