

MIDSTATE COLLEGE
411 W. NORTHMOOR RD. PEORIA, IL 61614
(309) 692-4092 (800) 251-4299

Summer 2019

Course Number and name: HSM 341 Management of Health Services II

Credit Hours: 4 quarter hours

Method of Delivery: Online

Course Description: A continuation of HSM 340's study of principles and methods utilized in the super-vision of health care personnel and related activities or operations. Topics covered include roles and values of health services managers in various settings, decision-making, change management, effective communications, meetings, budgeting, quality, productivity, working with teams, continuing education, and legal considerations for the supervisor.

Prerequisites: ENG116 and ENG117

Textbook : *Health Care Management*, 3rd edition

Author: Buchbinder, S. B., & Shanks, N. H.

Publisher: Jones and Bartlett Learning

ISBN Number: 978-1-284-08112-1

Topics covered: Human resources strategic management, teamwork, addressing health disparities, law and ethics, fraud and abuse, emerging issues in health care management, case studies.

Course Objectives: Upon completion of this course, the student will be able to:

1. Compare various management and supervisory techniques, which can be utilized in healthcare organizations.
2. Interpret definitions and approaches to health care management and the role of the manager in working with employees and in problem resolution techniques.
3. Have a general understanding of the organizational structure and design of health care systems and the role of managers in an ever-changing environment.
4. Appraise the various techniques used in management and supervision to increase one's ability to respond appropriately to a number of conditions and situations that occur. These may include the following:
 - a. Recruitment and hiring
 - b. Leadership characteristics, expectations, issues
 - c. Organizational and personnel conflicts
 - d. Disciplinary actions
5. Examine the importance of proper decision making, appraise techniques successfully employed by managers, evaluate the factors which impact and modify decision making and outcomes.

Midstate Grading Scale		Category / Points	
90-100%	A	Case Studies/Assignments	2400
80-89%	B	Discussions	120
70-79%	C		
60-69%	D		
0-59%	F		

Academic Integrity:

Academic integrity is a basic principle of the College’s function. Midstate College students are expected to maintain a high level of academic honesty. Contrary actions may result in penalties such as failure of the assignment(s), a lesser grade on assignment(s), failure of the course and/or suspension from the College. The course instructor will review all submitted documents and supporting evidence in connection to the infraction. The course instructor will also review the student’s personal file for other notifications of academic dishonesty before determining the level of action to be applied. The course instructor will complete the Academic Dishonesty Report form to document and describe the incident and actions taken, then kept on file. The student may appeal the decision to administration, whose decision will be final.

The following (**plagiarism, cheating, deception, sabotage, computer misuse and copyright infringement**) are included in the actions Midstate College considers behavior contrary to the academic integrity policy; however, the policy is not limited to these examples. Further discussion of consequences regarding academic dishonesty are addressed in the Student Handbook.

Plagiarism:

Plagiarism is using another person’s words, either by paraphrase or direct quotation, without giving credit to the author(s). Plagiarism can also consist of cutting and pasting material from electronic sources by submitting all or a portion of work for assignment credit. This includes papers, computer programs, music, sculptures, paintings, photographs, etc. authored by another person without explicitly citing the original source(s). These actions violate the trust and honesty expected in academic work. Plagiarism is strictly against the academic policy of Midstate College. Its seriousness requires a measured, forceful response which includes consequences for inappropriate and/or no citation.

In courses containing writing assignments, the College promotes the use of Turnitin which compares the student’s writing against previously submitted papers, journals, periodicals, books, and web pages. Students and instructors can use this service to reduce the incidence of plagiarism. This electronic resource has been found to conform to legal requirements for fair use

and student confidentiality. It is able to provide a report to the student indicating the parts of the assignment that match.

Student Success and Tutoring:

Contact Student Success: Room 110; (309) 692-4092, ext. 1100; studentsuccess@midstate.edu;

The Office of Student Success offers help in the following areas:

- Tutoring: Tutoring is encouraged for students who are doing their best to complete assignments yet still are experiencing difficulty in this course. Tutoring may be provided by the instructor outside of scheduled class times or through the office of Student Success.
- Writing assignment assistance: This may include learning how to conduct research; using proofreading tools such as Turnitin; outlining a topic; and applying MLA/APA standards.
- Math, accounting, and computer skills (including file management).
- Test-taking techniques.
- Note-taking skills development.
- Study skills development.
- Time management

Instructor: Dr. Amber Schappaugh

Midstate email: aschappaugh@midstate.edu

Office Hours: Room 205 Monday and Wednesdays 10am-3pm or by appointment.

Policies and Procedures: All assignments must be completed on time. **No late work will be accepted.** Academic dishonesty will be referred to the Dean of Students. If a student is aware he/she will be absent he/she must make prior arrangements with the instructor.

Computer Problems and Saving Work:

Computers are known to break down and do other unpredictable things. You are responsible to take all precautions and have contingency plans in place in case of such mishap. Computer problems are NOT valid excuses for late work. It is recommended that you create and save back up files to either a CD or another electronic storage device for every piece of work you complete for this class. Saving duplicate copies of your work to an external device will ensure that a computer glitch or a glitch in cyberspace won't erase your efforts. If you have problems, please contact Tech Support (692-4883) immediately.

Extended Sickness and Personal Circumstances:

Success in this course requires regular and consistent participation. If you find yourself in a situation in which this is a problem, you should contact the instructor as soon as possible to discuss your ability to complete the course. If necessary, you will be encouraged to meet with

your advisor to discuss your options which may include withdrawing from the course and retaking it when your circumstances have improved.

Method of evaluating student performance:

Case Studies/Assignments
Discussions

Expectations of Assignments/Case Studies/Articles:

The grading of your assignments, case studies and articles will be graded using a rubric. You are expected to provide thoughtful, DETAILED, and insightful work. APA citation is required, and you will be given a deduction of points if you do not properly site your work. In addition, scholarly writing is expected of you. You will be given further instruction each week regarding the expectations of your assignments.

REQUIREMENTS FOR SUBMITTING/TURIN IN ASSIGNMENTS & CASE STUDIES

1. All work should be typed, double-spaced using Times New Roman font size 12.
2. You must have a header that includes the following.
 - a. Your Name
 - b. Date
 - c. Course, Week & Assignment

You MUST provide a thorough, thoughtful and insightful explanation to the questions. One-line sentences that state, yes I agree because the employee was wrong is not insightful! You MUST reference the textbook and chapters that correlate to the case study. Provide examples from the chapters to show rationale for your answer (then use APA citation to cite your work).

EXPECTATIONS OF CASE STUDY ASSIGNMENTS

In addition to the above requirements, all case studies should begin with an **introduction** telling the reader what the case study is about. You SHOULD NOT type the questions given in the case study with answers that include bullet points. The case study should be well-written, thoughtful and insightful. **Your case studies should be a minimum of 250 words and should NOT include a question/answer style setting, rather paragraphs answering the questions from the text with a heading for each section. (Think of this a paper, not a question/answer “assignment”).**

Be sure to read the rubric for how grading will occur for the case studies.

EXAMPLES OF EXPECTATIONS OF ASSIGNMENTS & DISCUSSION POSTINGS

Includes Name,
Course & Week
Description of Assignment

Courtney Gehrig
HSM 341 (Week 1)
Ch. 16 Review Questions

Chapter 16 Review Questions

GOOD ANSWER (full credit)

#1 – Ethical standards, according to the textbook, can change over time because it is constantly growing and changing based on laws and regulations. Furthermore, healthcare ethics and business ethics are often addressed separately.....

POOR ANSWER (partial/no credit)

#1 Ethics standards often changes and mangers do not always know what ethics will be covered.

EXAMPLE OF GOOD DISCUSSION POSTING (full credit)

Requirements: Posted by Thursday of each week (for full credit)

To me, the single most important ethical issue that is or should be of broadest concern among health institution employees is the reproductive freedom because everyone (whether they admit it or not) has an opinion. The text refers to these issues as abortion issues. They stem further than just an unwanted pregnancy, rather rights of the fetus, and consideration of sterilization, artificial contraceptive measures, birth control, and prenatal diagnoses of fetal disorders that could cause the women to consider termination of the pregnancy.

GOOD REPLY

I would agree with your post regarding reproductive freedom, however, it is my opinion that disclosing HIV status should be the most important issue that affects many healthcare institution employees because while patients have a right to their privacy and and prevention of discrimination, the general population and those caring for these individuals should also be considered. (NOTE: this is an example, not my personal opinion!)

POOR REPLY

I agree with your post and think that abortion is the most important issue too.

EXAMPLE OF POOR INITIAL DISCUSSION POSTING (partial/no credit)

- You will have a deduction of points if the initial post is NOT posted by Thursday of each week, you are also required to RESPOND to at least ONE peer.

I think all ethical issues are of equal importance among health institution employees.

Course Outline

Week 1 –

Topics: Chapter 12 – The Strategic Management of Human Resources

Objectives: Delineate why human resources management includes strategic and administrative actions; Assess current environmental forces influencing human resources management; Analyze the key role of employees as drivers of organizational performance; Summarize major federal legislation affecting human resources management; Classify methods of compensating employees; Compare methods of evaluating employees; Discuss examples of human resource management issues in health care settings; and Identify current research areas in human resource management.

Assignments:

- Read Chapter 12 in the Buchbinder & Shanks text.
- Complete Disc1 “Introductions”
- Case Study: Metro Renal – Case for Chapters 12 and 2 (Pgs. 507 & 508)

Week 2 –

Topics: Chapter 13 – Teamwork

Objectives: Distinguish between a face to face team, a virtual team, a task force, and a committee; compare and contrast disciplinary, interdisciplinary and cross-functional teams; discuss the challenges associated with teamwork in health care organization; compare and contrast the benefits and costs of face to face virtual teamwork; summarize research findings on the importance of effective teamwork in health care.

Assignments:

- Read Chapter 13 in the Buchbinder & Shanks text.
- Complete the Chapter 13 Discussion
- Case Study: Emotional Intelligence in Labor and Delivery – Case Study for Chapters 2, 12, and 13 (Pgs. 568-569)
- Case Study: The New Toy at City Medical Center – Case Study for Chapters 11 and 13 (Pgs. 593-594)

Week 3 –

Topics: Chapter 14 – Addressing Health Disparities: Cultural Proficiency

Objectives: Assess the concepts of health disparities, social determinants, cultural competency, and cultural proficiency; Propose a cogent argument for addressing health disparities; Analyze trends in demographics in the U.S. and the expected impact on the patient population and the health care workforce; examine initiatives to foster cultural proficiency within health care organizations and explain the benefits.

Assignments:

- Read Chapter 14 in the Buchbinder & Shanks text.
- Complete the Chapter 14 discussion.

- ☛ Case Study: Where do you Live? Health Disparities Across the United States – Case Study for Chapter 14 (Pgs. 578-579)
- ☛ Case Study: Set Up for Failure? Case Study for Chapter 3 (Pgs. 540 & 541)

Week 4 –

Topics: Chapter 15 – Ethics & Law

Objectives: Critique the distinctions and overlaps between ethics and law; characterize the concepts of respect for persons, beneficence, nonmaleficence, and justice; differentiate among common law, statutes, rules, regulations, and executive orders; distinguish between civil and criminal law; analyze the elements of contract and describe the relationship to torts; appraise malpractice; provide an overview of patient and provider rights and responsibilities.

Assignments:

- ☛ Read Chapter 15 in the Buchbinder & Shanks text.
- ☛ Complete the Chapter 15 discussion.
- ☛ Case Study: Sundowner or Victim? Case Study for Chapters 15 and 17 (Pg. 535)
- ☛ Case Study: You Will Do What You are Told – Case Study for Chapter 15 (Pgs. 603-604)

Week 5 –

Topics: Chapter 16 – Fraud and Abuse

Objectives: Characterize the difference between fraud and abuse; produce examples of fraud and abuse and compare the extent of occurrences; distinguish between the types of civil and criminal penalties incurred for violating rules and regulations; examine the desirable roles of a health care manager in fraud and abuse cases; utilize key research data bases for fraud and abuse.

Assignments:

- ☛ Read Chapter 16 in the Buchbinder & Shanks text.
- ☛ Complete the Chapter 16 discussion.
- ☛ Case Study: Who You Gonna Call? Case Study for Chapter 16 (Pgs. 601-602)
- ☛ Case Study: Giving Feedback – Empathy or Attributions – Case Study for Chapter 4 (Pgs. 556 & 557)

Week 6 –

Topics: Chapter 17 – Special Topics and Emerging Issues in Health Care Management

Objectives: Discuss the potential impact of re-emerging outbreaks on a health care organization; analyze potential risks for bioterrorism in a health care organization; propose strategies for addressing violence in health care settings; examine the role of the health care manager in combating human trafficking; create a plan to incorporate medical tourism and consumer directed health care into the mission, vision, and values of a health care organization.

Assignments:

- ☛ Read Chapter 17 in the Buchbinder & Shanks text.
- ☛ Complete the Chapter 17 discussion.

- ☛ Case Study: Such a Nice Young Man – Case Study for Chapters 17, 11, and 12 (Pgs. 533 & 534)
- ☛ Case Study: I Love You...Forever – Case Study for Chapters 17, 12, and 11 (Pgs. 527 & 528)

Week 7 –

Topics: Chapter 18 – Health Care Management Case Studies

Objectives: Continue to work on case study assignments and discussions.

Assignments:

- ☛ Complete the Week 7 Discussion.
- ☛ Case Study: Trouble with the Pharmacy – Case Study for Chapter 7 (Pgs. 653-567)
- ☛ Case Study: Managing Health Care Professionals – Mini-Case Studies for Chapter 11 (Pgs. 529 & 530)

Week 8 –

Topics: Chapter 18 – Health Care Management Case Studies

Objectives: Continue to work on case study assignments and discussions.

Assignments:

- ☛ Complete the Week 8 Discussion.
- ☛ Case Study: Last Chance Hospital – Case Study for Chapters 5 and 6 (Pgs. 536 & 537)
- ☛ Case Study: Piecework – Case Study for Chapters 9 and 10 (Pgs. 512 & 513)

Week 9 –

Topics: Chapter 18 – Health Care Management Case Studies

Objectives: Continue to work on case study assignments and discussions.

Assignments:

- ☛ Complete the Week 9 Discussion.
- ☛ Case Study: Death by Measles – Case Study for Chapters 17, 11, and 15 (Pg. 516)
- ☛ Case Study: How Do We Handle a Girl Like Maria? Case Study for Chapters 17 and 4 (Pgs. 519 & 520)

Week 10 –

Topics: Chapter 18 – Health Care Management Case Studies

Objectives: Continue to work on case study assignments and discussions.

Assignments:

- ☛ Complete the Week 10 Discussion.

- ☛ Case Study: The Brawler – Case Study for Chapters 11, 12, and 17 (Pg. 526)
- ☛ Case Study: Problems with Pre-Admission Call Center – Case Study for Chapters 13 and 10 (Pgs. 531-532)

Week 11 –

Topics: Chapter 18 – Health Care Management Case Studies

Objectives: Continue to work on case study assignments and discussions.

Assignments:

- ☛ Complete the Week 11 Discussion.
- ☛ Case Study: My Parents are Turning 65 and Need Help Signing Up for Medicare – Case Study for Chapter 9 (Pgs. 580-581)
- ☛ Case Study: Communication of Patient Information During Transitions in Care – Case Study for Chapters 7 and 12 (Pgs. 570-571)

Week 12 –

Topics: Chapter 18 – Health Care Management Case Studies

Objectives: Continue to work on case study assignments and discussions.

Assignments:

- ☛ Complete the Week 12 Discussion.
- ☛ Case Study: Full Moon or Bad Planning – Case Study for Chapters 17, 11, and 15 (Pgs. 517 & 518)
- ☛ Case Study: United Physician Group – Case Study for Chapters 5, 9, 11, and 15 (Pgs. 509-511)

Case Study Rubric

	A Level	B Level	C Level	D Level
Introduction (10 points)	The section introduction: <ul style="list-style-type: none"> • Was well organized • Smoothly pulled the reader into the topic • Presented the main focus of the case study section • Included adequate content • Was written for the correct audience 	The section introduction had one limitation: <ul style="list-style-type: none"> • Disorganized • Not Smooth • Did not present the main focus of the case study section • Too detailed or too sketchy • Rocky first sentences 	The section introduction had two of these limitations: <ul style="list-style-type: none"> • Disorganized • Not Smooth • Did not present the main focus of the case study section • Too detailed or too sketchy • Rocky first sentences 	The section introduction had three or more of these limitations: <ul style="list-style-type: none"> • Disorganized • Not Smooth • Did not present the main focus of the case study section • Too detailed or too sketchy • Rocky first sentences
Content (20 points)	The content of the case study section: <ul style="list-style-type: none"> • Was clear • Had a unified focus • Focused on important information • Adequately explained concepts that correlated to the text • Information was correct 	The content of the case study section had one of these limitations: <ul style="list-style-type: none"> • Was hard to understand • Included irrelevant or too little detailed information • Failed to explain concepts correlating to the text • Had a disjointed focus • Contained incorrect information • Contained too many “opinions” and not enough facts 	The content of the case study section had two of these limitations: <ul style="list-style-type: none"> • Was hard to understand • Included irrelevant or too little detailed information • Failed to explain concepts correlating to the text • Had a disjointed focus • Contained incorrect information • Contained too many “opinions” and not enough facts 	The content of the case study section was not clearly written and difficult to understand or had three or more limitations listed at the left.
Paragraph Organization (20 points)	Paragraphs in the case study section: <ul style="list-style-type: none"> • Had clear topic sentences • Were about a single topic 	Paragraphs in the case study section had one of these limitations: <ul style="list-style-type: none"> • Poor topic sentences 	Paragraphs in the case study section had two of these limitations: <ul style="list-style-type: none"> • Poor topic sentences 	Paragraphs in the case study section had three or more of the limitations at the left.

	A Level	B Level	C Level	D Level
	<ul style="list-style-type: none"> • Were organized at the paragraph level • Had transitions from one paragraph to the next 	<ul style="list-style-type: none"> • Run-on paragraphs or paragraphs were too brief • Lacked organization within the paragraph • Lacked transitions from one paragraph to the next 	<ul style="list-style-type: none"> • Run-on paragraphs or paragraphs were too brief • Lacked organization within the paragraph • Lacked transitions from one paragraph to the next 	
Case Study Section Organization) (20 points)	<p>The case study section's organization:</p> <ul style="list-style-type: none"> • Was easy to follow • Was presented in a logical manner • Integrated information • Summarized information when needed • Used headers 	<p>The case study section had one of the following limitations:</p> <ul style="list-style-type: none"> • Organization was not logical • Information was not consistently integrated together • Information was not summarized when needed • Headers were missing 	<p>The case study section had two of the following limitations:</p> <ul style="list-style-type: none"> • Organization was not logical • Information was not consistently integrated together • Information was not summarized when needed • Headers were missing 	<p>The case study section was disorganized and illogical OR had three or more of the limitations listed at left.</p>
Writing Style (10 points)	<p>The style of writing is professional</p> <ul style="list-style-type: none"> • Easy to understand • Uses appropriate vocabulary • Shows mature syntax style 	<p>Writing is affected by one of the following limitations:</p> <ul style="list-style-type: none"> • Jargon • Wordiness 	<p>Writing is affected by two of the following limitations:</p> <ul style="list-style-type: none"> • Jargon • Wordiness 	<p>Writing is affected by three or more limitations occurring three or more times</p>

	A Level	B Level	C Level	D Level
		<ul style="list-style-type: none"> • Redundant phrasing • Awkward syntax structures • Choppy sentences • Run-on sentences • Incorrect use of vocabulary 	<ul style="list-style-type: none"> • Redundant phrasing • Awkward syntax structures • Choppy sentences • Run-on sentences • Incorrect use of vocabulary 	
Writing Mechanics (10 points)	The case study section is free of spelling, grammar, and punctuation errors.	The case study section has fewer than 5 errors in spelling, grammar, or punctuation.	The case study section has 6-10 errors in spelling, grammar, or punctuation.	The case study section has more than 10 errors in spelling, grammar, or punctuation.
APA Style (10 points)	All APA rules are followed for citations, numbers, quotes, references, headers, etc.	The case study section has fewer than 5 APA rule errors	The case study section has 6-10 APA rule errors.	The case study has more than 10 APA rule errors.