

<b>Course</b>	<b>HLTH 5020 / NL / Organizational Planning and Change in Health Administration</b>
<b>Term</b>	Spring 1, 2010 – Tuesday – 6:00 pm – 10:00 pm 1/5, 1/12, 1/19, 1/26, 2/2, 2/9, 2/16, 2/23, 3/2
<b>Instructor</b>	Name: Brian McElyea Home Phone: (904) 449-4032 Email: <a href="mailto:brianmcelyea29@webster.edu">brianmcelyea29@webster.edu</a>
<b>Catalog Description</b>	This course identifies the various ways of introducing change in organizations and larger organizational systems as adaptive responses to the external environment. Change efforts at the macro, meso, and micro levels of organization are considered. Particular attention is given to the leadership role in health organizations and health systems. Organizational responses to the issues of market changes, managed care, and system consolidation and systems integration are analyzed.
<b>Prerequisites</b>	HLTH 5000
<b>Course Level Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• The student will be able to identify external and internal forces of organizational change.</li> <li>• The student will be able to differentiate the three major levels of organization.</li> <li>• The student will be able to determine the need for organizational change and apply the appropriate change processes to the appropriate organizational level.</li> <li>• The student will be able to appraise the increased efficiency and effectiveness of the organization as a result of the change process.</li> </ul>
<b>Materials</b>	<p><b><u>Required Textbook:</u></b></p> <p>Swayne, L.E., Duncan, W.J., Ginter, P.M., and Sappington, A.A. (2009). <i><b><u>Strategic Management of Health Care Organizations</u></b></i>. (6<sup>th</sup> Edition). Blackwell Publishing, Hardbound. ISBN#1-40-517918-X</p> <p><b>To Order Textbooks go to the local North FL website <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> and click on Order Textbooks to select a vendor (Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery)</b></p>

<b>Grading</b>	<b>Assignments</b>	<b>Maximum Points</b>
	◆ Class Articles 6 @ 5 points each, Chapter(s) presentation: 10 points	40 Points
	◆ Midterm Exam (Essay Format)	10 Points
	◆ Final Exam (Essay Format)	10 Points
	◆ Research Paper (20) & Presentation (10)	30 Points
	◆ Class Participation and Attendance	<u>10 Points</u>
	<b>TOTAL</b>	<b>100 Points</b>

Letter grades will be assigned pursuant to the following scores based on the percent of the total possible points (weighted according to the scale above) that you earned in the course.

Percentage of Total Points	Grade
95%-100%	A
90%-94%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
70%-79%	C
Below 70%	F

<b>Activities</b>	<b>Pre-Assignment</b>
	<ul style="list-style-type: none"> <li>• Read Chapter 1 in the assigned textbook and be prepared to discuss it. Students will be expected to participate in the discussions and show that they have read the material.</li> <li>• Prepare an abstract of a current article related to strategic management, planning or change related to a healthcare provider. Be prepared to discuss your article in class. Abstract and article will be submitted via the enhanced course website.</li> </ul> <p><b>Class Articles and Current Events and Chapters</b></p> <ul style="list-style-type: none"> <li>• At each class meeting the student will present an abstract of a current article or professional interview and relate it to organizational change or strategic planning in the healthcare industry. The written abstract will be typed, a maximum of 120 words, APA format, attached to the article being reviewed and submitted as described above. The student will have 10-15 minutes to present the article and is expected to have at least one issue from the article to lead a class discussion. Each student is expected to participate during each article being presented.</li> <li>• Chapters will be assigned for student presentation to include an</li> </ul>

activity, exercise or case.

### **Exams**

- Two exams: one mid-term and a final.
- The exams will be “take-home” exams and will contain essay-type questions emphasizing your ability to express yourself in written word and to identify and apply theories and examples from the text.

### **Research Paper Criteria**

Research paper: Develop a topic of personal/professional interest which relates to a health services organization, its organizational culture and its organizational effectiveness in responding to organizational changes such as market changes, managed care, governmental regulations, consolidation, and system integration by utilizing strategic planning principles from the textbook. Positive and negative outcomes should be discussed along with the student’s recommendations. Papers must be a minimum of eight pages in length, double-spaced, and include the following: introduction, body of paper, summary/conclusion, and references [minimum of 5 sources 1998 and later]. Detailed outline due for instructor review Session 4. The research paper will be discussed at the first class meeting. A topic will be identified by the completion of the second class session. The following criteria will be utilized in grading the research papers:

- Does the introduction identify and limit the topic?
- Is the purpose defined and accomplished?
- Do the paragraphs and sections flow smoothly?
- Is sentence structure and word order correct?
- Are words precise and spelled and used correctly?
- Is punctuation correct?
- Have grammatical errors been eliminated?
- Was the paper turned in on time?
- Are alternative points of view analyzed?
- Are warranted, judicious conclusions drawn?
- Are there abstractions/recommendations?
- Was APA style followed?
- Are thoughts and expressions original (no plagiarism)?
- Remember: *how* you write is as important as *what* you write

### **Research Paper Presentation Criteria**

Each class member will have an opportunity to present their paper at the final session of the course. The presentations will be a minimum of 15 minutes in length but no longer than 20 minutes in length. The student can select any audio/visual information system available to support the presentation. The following criteria will be utilized in grading the presentations:

- The presentation was within time limits.
- Power Point, using 10-20-30 rule, or equivalent appropriately used

and a hard copy submitted via the enhanced course website.

- Professionalism: Limited use of “you know,” “uh” “ah,” and other filler phrases. Evidence of repeated practice and proper attire.
- Questions encouraged and answered.
- Key points summarized.

#### **Class Participation and Attendance**

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED: CONTINUOUSLY EFFECTIVE POLICY FROM FALL 1998:** students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor’s Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class. Students will be asked to lead conversations on various topics from the text. The expectation is that each student will have read and worked to understand the week’s assignments.
- A maximum of 10 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in *no later* than

	<p>one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point. (Late assignments will not be accepted for the final assignments the last week of the course to allow timely completion and grades to be submitted).</p> <p><b>World Class Room</b>  This course is web-enhanced, meaning that students will need a username and password to access the Webster World Class Room at <a href="http://online.webster.edu">http://online.webster.edu</a>. Students will post assignments, articles, exams, the final paper and other materials as required. The instructor will use the communication tool to send personal and group feedback and other information relevant to the course from time to time.</p> <p><b>Reference Requirements</b></p> <ul style="list-style-type: none"> <li>• Webster University North Florida Region has developed condensed guidelines for APA references. These guidelines are to be used in all papers written for Webster University classes. The guidelines explain how to list reference sources and in-text citations back to page number locations to give all authors appropriate credit for their intellectual property and scholarly achievement.</li> <li>• All article reviews and any required make-up work will be completed in appropriate APA format.</li> <li>• Copies of the guidelines and a sample paper will be provided to students or are available @ <a href="http://www.webster.edu/jack">www.webster.edu/jack</a> under Student Resources.</li> </ul>
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p><b>Academic Honesty</b>  The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p><b>Drops and Withdrawals</b>  Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b></p>

	<p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b>  Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b>  From time to time, student assignments or projects will be retained by the Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Contact Hours for this Course</b>  It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<p><b>Course Policies</b></p>	<p><b>Make-Up Requirements</b></p> <ul style="list-style-type: none"> <li>• For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The topic will be specific to organizational change and/or strategic planning in healthcare. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press.</li> <li>• This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade.</li> <li>• (Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible).</li> </ul>
<p><b>Weekly Schedule</b></p>	<p><b>Session 1    THEME: Course Overview &amp; The Nature of Strategic Management</b></p> <ul style="list-style-type: none"> <li>◆ Introductions</li> <li>◆ Syllabus review</li> </ul>

	<ul style="list-style-type: none"> <li>◆ Chapter 1 The Nature of Strategic Management</li> <li>◆ Present Articles</li> <li>◆ Discuss Research Paper/Presentation</li> <li>◆ Students choose chapter(s) to present to class</li> </ul> <p><b>Assignments for Session 2:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 2 of textbook</li> <li>◆ Prepare an article for class discussion</li> <li>◆ Choose Topic for Research Paper/Presentation</li> </ul>
	<p><b>Session 2    THEME: Understanding and Analyzing the General Environment and the Health Care Environment</b></p> <ul style="list-style-type: none"> <li>◆ Chapter 2 Understanding and Analyzing the General Environment and the Healthcare Environment</li> <li>◆ Topic selection of research paper. Group Discussion on Topics</li> <li>◆ Class discussion on articles</li> </ul> <p><b>Assignments for Session 3:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapters 3-4 of textbook</li> <li>◆ Prepare an article for class discussion</li> </ul>
	<p><b>Session 3    THEME: Internal Environment and Competitor Analysis</b></p> <ul style="list-style-type: none"> <li>◆ Chapter 3 Service Area Competitor Analysis</li> <li>◆ Chapter 4 Internal Environment Analysis and Competitive Advantage</li> <li>◆ Class discussion on articles</li> </ul> <p><b>Assignments for Session 4:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 5 of textbook</li> <li>◆ Prepare an article for class discussion</li> <li>◆ Outline of Research Paper Due</li> </ul>
	<p><b>Session 4    THEME: Directional Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Chapter 5 Directional Strategies</li> <li>◆ Class discussion on articles</li> <li>◆ Collect Outline of Research Paper</li> <li>◆ <b>Take-home Midterm Exam Distributed via enhanced course website.</b></li> </ul> <p><b>Assignments for Session 5:</b></p> <ul style="list-style-type: none"> <li>◆ <b>Midterm Exam Due via enhanced course website</b></li> <li>◆ Read Chapter 6</li> <li>◆ Prepare an article for class discussion</li> </ul>

	<p><b>Session 5</b>    <b>THEME: Developing Strategic Alternatives</b></p> <ul style="list-style-type: none"> <li>◆ Chapter 6 Developing Strategic Alternatives</li> <li>◆ Class discussion on articles</li> </ul> <p><b>Assignments for Session 6:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 7 of textbook</li> <li>◆ Prepare an article for class discussion</li> </ul>
	<p><b>Session 6</b>    <b>THEME: Evaluation of Alternatives and Strategic Choice</b></p> <ul style="list-style-type: none"> <li>◆ Chapter 7 Evaluation of Alternatives and Strategic Choice</li> <li>◆ Review Mid-Term Exams</li> <li>◆ Class discussion on articles</li> </ul> <p><b>Assignments for Session 7:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapters 8-9 of textbook</li> <li>◆ Prepare an article for class discussion</li> </ul>
	<p><b>Session 7</b>    <b>THEME: Value Adding Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Chapter 8 Value Adding Service Delivery Strategies</li> <li>◆ Chapter 9 Value Adding Support Strategies</li> <li>◆ Class discussion on articles</li> </ul> <p><b>Assignments for Session 8:</b></p> <ul style="list-style-type: none"> <li>◆ Read Chapter 10 of textbook</li> <li>◆ Prepare an article for class discussion</li> </ul>
	<p><b>Session 8</b>    <b>THEME: Implementation and Conclusion</b></p> <ul style="list-style-type: none"> <li>◆ Chapter 10 Communicating the Strategy and Developing Action Plans</li> <li>◆ <b>Take-home Final Exam Distributed via enhanced course website</b></li> <li>◆ Class discussion on articles</li> </ul> <p><b>Assignments for Session 9:</b></p> <ul style="list-style-type: none"> <li>◆ Research Paper and Oral Presentations</li> <li>◆ <b>Final Exam Due via enhanced course website</b></li> </ul>
	<p><b>Session 9</b>    <b>THEME: Assessment and Understanding of Course Materials</b></p> <ul style="list-style-type: none"> <li>◆ <b>Review Final Exams</b></li> <li>◆ Oral Presentation and <b>Turn in Research Papers via enhanced course website</b></li> </ul>

	◆ Course Review
<b>Additional Information</b>	<p>Learning can be fun. Feel free to contribute clean (PG) stories, anecdotes, jokes to the discussions and reports.  *6/18 special session to be discussed in class.</p> <p><b>Determination of Grades is Based on the Following Criteria:</b></p> <p><u>Minimum Requirements:</u>  Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.</p> <p>Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.</p> <p>Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.</p> <p><u>Mastery Level (Grade of “B”): Professional Achievement</u>  Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive. Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles. Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.</p> <p><u>Mastery Level Plus (Grade of “A”): Creative Achievement</u>  Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.</p> <p>Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.</p> <p>Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.</p> <p>The grade of “A” represents the best work of students, accomplished in a unique and professional manner.</p> <p><b>Note:</b></p>

	To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the students.
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Reviewed by: *J. Ewing*

Job Title: Faculty Coordinator

Date: 05/06/09

Revised 05/04/09