

Course	HLTH 6000: Integrated Studies in Health Administration
Term	Spring 1, 2010
Instructor	Name: Dr. Robert Gray Phone: 913-422-0337 Email: bgray@webster.edu
Catalog Description	This course requires that the student synthesize and integrate the knowledge gained through the health administration curriculum. This may be accomplished by means of an overarching management construct, such as health administration strategy, health administration cases, or through analyzing the health administration literature, and delivering oral presentations or writing papers based on this review.
Prerequisites	Entire Health Administration curriculum
Course Level Learning Outcomes	<ol style="list-style-type: none"> 1. Integrate the management domains in the Health Administration curriculum: <ul style="list-style-type: none"> Organization and Management Organizational Planning and Change Human Resources Finance Statistics Health Policy Health Law 2. Apply the domains for case analysis or critical writing in Health Administration. 3. Analyze cases or literature within the broader context of Health Administration. 4. Recognize current initiatives and/or best practices that will lead health care organizations toward greater efficiency and effectiveness.
Materials	<p style="text-align: center;"><i>Bridging Decision Into Solutions</i> by Keyes, St. Clair and Gray ISBN: 0-9646834-9-0</p> <p>The book may be obtained through MBS Direct Books at 1-800-325-3252 or www.mbsdirect.net.</p>

<p>Grading</p>	<p>Your final grade will be based on the paper and weighted as follows:</p> <p style="text-align: center;"> Paper 80% Presentation 10% Class Participation 10% </p> <p>Grading criteria for the paper will include scholarliness, organization of the paper, integrity of the research, appropriateness of the findings and conclusions based on collected data, appropriateness of premise assessment and a restated premise if the research indicated a need for premise modification or rejection, premise measurement, recommendations appropriateness and whether the student used the correct facilitators and determined and assessed the reciprocal impact factors correctly.</p> <p>The follow table shows the grade associated with each of the different ranges of total possible weighted points.</p> <table border="0" style="width: 100%;"> <tr><td>A</td><td style="text-align: right;">94-100%</td></tr> <tr><td>A-</td><td style="text-align: right;">90-93%</td></tr> <tr><td>B+</td><td style="text-align: right;">87-89%</td></tr> <tr><td>B</td><td style="text-align: right;">84-86%</td></tr> <tr><td>B-</td><td style="text-align: right;">80-83%</td></tr> <tr><td>C</td><td style="text-align: right;">70-79%</td></tr> <tr><td>F</td><td style="text-align: right;"><70%</td></tr> </table> <p>The GRADUATE catalog provides these guidelines and grading options:</p> <p>A/A- Superior graduate work</p> <p>B+/B/B- Satisfactory graduate work</p> <p>C Work that is barely adequate as graduate-level performance</p> <p>CR Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.</p> <p>F Work that is unsatisfactory</p> <p>I Incomplete work</p> <p>ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.</p> <p>IP In progress</p> <p>NR Not reported</p> <p>W Withdrawn from the course</p>	A	94-100%	A-	90-93%	B+	87-89%	B	84-86%	B-	80-83%	C	70-79%	F	<70%
A	94-100%														
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B-	80-83%														
C	70-79%														
F	<70%														

Activities	<ul style="list-style-type: none">• Students will choose an applied research project that incorporates the integrated studies of the core courses taken. Project to be approved by instructor before commencing the research. Follow the applied research method in the book, <i>Bridging Decisions Into Solutions</i>.• In addition to the applied research method, students will include a section on decision making facilitators and reciprocal impact factors. In that section the students will identify (a)at what step of the decision process would their project be incorporated, (b)what facilitators did the student (researcher) bring to bear on the project and the impact on results and (c) what reciprocal impact factors should the student (researcher) consider in the project for successful acceptance and implementation• Before proceeding with actual research, instructor must approve the following: Situation analysis and the problem to be resolved, the premise, the research method to be used, core courses to be assessed (include an example), the research instrument and literature sources.• Most project papers will be about 25 to 35 pages of original work.
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<p>Policy Statements: University Policies</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>Academic Honesty</p> <p>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>Drops and Withdrawals</p> <p>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>Special Services</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>Disturbances</p> <p>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>Student Assignments Retained</p> <p>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>Contact Hours for this Course</p> <p>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>
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Course Policies	<p>Participation Policy:</p> <p>The participation grade will be based on the quantity of high-quality participation. This concept will be based more upon the willingness to share, exchange, and engage your fellow students than on right and wrong answers.</p>
Weekly Schedule	<p>Weeks 1 through 4: Student will read the text in it's entirely as well as develop the major components of the research project including a situation analysis, premise and measurement methods, study limits, literature search, methodology, core course application, and research instrument.</p> <p>Weeks 4 through 9: Students will present and discuss progress, inter group assessments, discussion of text and methodologies, oral reports and present abstracts and project paper on week 8. Specific assignments to be made by instructor with timelines during class period 1.</p> <p>Week 1: Introductions, overview, expectations, discussion of individual projects. Lecture on applied research and on text orientation.</p> <p>Week 2: Lecture, peer meeting to discuss progress, assessment of situation analysis, premise, and study limits.</p> <p>Week 3: Lecture and discussion, assessing impediments to research, developing the work plan, how to incorporate core course information.</p> <p>Week 4: Developing and designing the research instrument. How to measure findings. Lecture and discussion of the decision process and the applicability of applied research.</p> <p>Week 5: Progress reports. Individual research counseling with instructor. Peer reviews.</p> <p>Week 6: Progress reports. Individual counseling. Peer reviews.</p> <p>Week 7: Begin to formal research project reports and defense of finding and recommendations.</p> <p>Week 8: Paper Due. 2 copies of abstract.</p> <p>Week 9: Completion of reports, papers, peer critiques, summary and review.</p>
Additional Information	<p>The syllabus may be changed at the discretion of the instructor. Changes will be announced in class.</p>