

Course	HLTH 6000: Integrated Studies in Health Administration
Term	Fall 2, 2009 (October 19 – December 14, 2009)
Instructor	Name: Mark L. Paugh, Ph.D. Phone: 352-397-4914 Email: Markpaugh43@wu.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>Required textbook</p> <p>Swayne, L., Duncan, J., Ginter, P. <u>Strategic Management of Health Care Organizations, 5th edition.</u> Wiley-Blackwell. ISBN #: 978-1-4051-2432-4</p>
Grading	Students will present a formal case for the class, submit a written case analysis for one case from the text, and submit a “strategic report” based on

	<p>their current work site or some other health service organization. The case presentation will count for 20% of the grade; the written case analysis 30% of the grade, and the “strategic report” will count for 30% of the grade. Class participation will count for the final 20% of the grade.</p> <p>The strategic report is a report based on a strategic analysis of the student’s current health service organization work site or some other work site. The report should contain the basic elements of the strategic planning process, an evaluation of the current strategic direction of the organization, and a summary analysis of the probable success of that strategy.</p> <p>Final Grade Assignments: A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%</p>
Activities	<p>Please note: The syllabus is subject to change without notice. Oral presentations, case studies, critical integrative papers</p>
Policy Statements: University Policies	<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 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 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 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 Since every student is entitled to full participation in class without</p>

	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.																		
Course Policies	Preparation, attendance and class participation are important for successful completion of the course. All assignments must be completed and submitted on time. Specific information related to excused absences are addressed in the college catalog.																		
Weekly Schedule	<table border="1"> <tr> <td>Class I</td> <td>Introduction to strategy, reading assignment Chapters 1-3, and appendix A (In-class) (October 19)</td> </tr> <tr> <td>Class II</td> <td>Lecture on the strategic management process and discussion of current strategic management practices at student worksites, reading assignment Chapters 4-6. (October 26)</td> </tr> <tr> <td>Class III</td> <td>Lecture continued on the strategic management process Chapters 7-10 (In-class). Choose cases for discussion, student presentations and analysis. Sample strategic report distributed. (November 2)</td> </tr> <tr> <td>Class IV</td> <td>In-class case discussions: “The U.S. Health Care System” and “Methodist Healthcare: Managing for the Future” (November 9)</td> </tr> <tr> <td>Class V</td> <td>Formal student presentations of cases and class discussion of cases. Examples: “Indian Health Service: Creating a Climate for Change” and “The Premier Health Care Alliance Emerges” (November 16)</td> </tr> <tr> <td>Class VI</td> <td>Formal student presentations of cases and class discussion of cases. Example: “Dr. Louis Michael: The Physician as Strategic Manager” (November 23)</td> </tr> <tr> <td>Class VII</td> <td>Formal case presentations, class discussion, written cases due. Examples: “Sunshine County Health Department: Strategy Implementation” and “Cooper Green Hospital and the Community Care Plan” (November 30)</td> </tr> <tr> <td>Class VIII</td> <td>Formal case presentations and class discussion of cases. Examples: “C.W. Williams Health Center: A Community Asset” and “Regional Memorial’s Institutional Ethics Committee: Work To Do” (December 7)</td> </tr> <tr> <td>Class IX</td> <td>Strategic reports due and presented by students. (December 14)</td> </tr> </table>	Class I	Introduction to strategy, reading assignment Chapters 1-3, and appendix A (In-class) (October 19)	Class II	Lecture on the strategic management process and discussion of current strategic management practices at student worksites, reading assignment Chapters 4-6. (October 26)	Class III	Lecture continued on the strategic management process Chapters 7-10 (In-class). Choose cases for discussion, student presentations and analysis. Sample strategic report distributed. (November 2)	Class IV	In-class case discussions: “The U.S. Health Care System” and “Methodist Healthcare: Managing for the Future” (November 9)	Class V	Formal student presentations of cases and class discussion of cases. Examples: “Indian Health Service: Creating a Climate for Change” and “The Premier Health Care Alliance Emerges” (November 16)	Class VI	Formal student presentations of cases and class discussion of cases. Example: “Dr. Louis Michael: The Physician as Strategic Manager” (November 23)	Class VII	Formal case presentations, class discussion, written cases due. Examples: “Sunshine County Health Department: Strategy Implementation” and “Cooper Green Hospital and the Community Care Plan” (November 30)	Class VIII	Formal case presentations and class discussion of cases. Examples: “C.W. Williams Health Center: A Community Asset” and “Regional Memorial’s Institutional Ethics Committee: Work To Do” (December 7)	Class IX	Strategic reports due and presented by students. (December 14)
Class I	Introduction to strategy, reading assignment Chapters 1-3, and appendix A (In-class) (October 19)																		
Class II	Lecture on the strategic management process and discussion of current strategic management practices at student worksites, reading assignment Chapters 4-6. (October 26)																		
Class III	Lecture continued on the strategic management process Chapters 7-10 (In-class). Choose cases for discussion, student presentations and analysis. Sample strategic report distributed. (November 2)																		
Class IV	In-class case discussions: “The U.S. Health Care System” and “Methodist Healthcare: Managing for the Future” (November 9)																		
Class V	Formal student presentations of cases and class discussion of cases. Examples: “Indian Health Service: Creating a Climate for Change” and “The Premier Health Care Alliance Emerges” (November 16)																		
Class VI	Formal student presentations of cases and class discussion of cases. Example: “Dr. Louis Michael: The Physician as Strategic Manager” (November 23)																		
Class VII	Formal case presentations, class discussion, written cases due. Examples: “Sunshine County Health Department: Strategy Implementation” and “Cooper Green Hospital and the Community Care Plan” (November 30)																		
Class VIII	Formal case presentations and class discussion of cases. Examples: “C.W. Williams Health Center: A Community Asset” and “Regional Memorial’s Institutional Ethics Committee: Work To Do” (December 7)																		
Class IX	Strategic reports due and presented by students. (December 14)																		
Additional Information	<p>Course Requirements:</p> <p>Course Attendance:</p>																		

The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. 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.

Conduct:

Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:

1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises.
3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.
4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

Determination of Grades Statement:

Determination of grades is based on the following criteria:

Minimum Requirements:

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.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): *Professional Achievement*

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.

Mastery Level Plus (Grade of "A"): *Creative Achievement*

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.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

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.

The grade of “A” represents the best work of students, accomplished in a unique and professional manner.

Note:

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 student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook.

Reviewed by: Nicki Nance

Job Title: Faculty Coordinator

Date: 7/22/09