HSPM 7338: Contemporary Issues in Healthcare

Linda Kimsey
Georgia Southern University, Jiann-Ping Hsu College of Public Health, lkimsey@georgiasouthern.edu

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Prerequisites: Admission to the MHA Program

Catalog Description: Course examines multiple issues that are important for health care administrators’ understanding. Topics include insurance, professional development, healthcare reform proposals, scenario planning, environmental health, healthcare construction, physician relationships, and infection control. The goal of this course is to provide basic coverage of the numerous issues facing healthcare administrators in today’s environment and to provide guidance on professional development in preparation for entering and succeeding in the field of healthcare administration.


JPHCOPH (College Level) Student Learning Outcomes: At the completion of the M.H.A. degree program all students will be able to understand and apply concepts concerning:

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostats, Epid, Env Health, Hlth Policy/Mgt, & Social/Behav Sc) in practice & research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

Health Policy and Management (Departmental Level) Student Learning Outcomes: At the completion of the M.H.A. degree program all students will be able to understand and apply concepts concerning:

I. Analyze and evaluate the financial management of health organizations including structuring, marketing, and governance.
II. Evaluate the management of change in health organizations.
III. Conduct and interpret relevant health administration research using appropriate research designs and analytic techniques.
IV. Communicate health services administration principles and concepts to lay and professional audiences through both oral and written communication.

**Program Competencies:** At the completion of the M.H.A. degree program all students will be able to:  
(Domains are listed first. Competencies under each domain follow. Established in 2015.)

I. **COMPETENCY DOMAINS**

A. **Measurement and Analysis**
   - Measurement: Identify information needs, and gather and understand relevant data information in order to define a problem, to assess a situation, or to implement a set of metrics.
   - Analysis: Organize, manipulate and use information to assess performance, to identify alternative courses of action, to investigate hypotheses, or to accomplish other strategic goals.

B. **Communication**
   - Receive and convey information in ways that encourage continued dialogue among stakeholders. Effective communication involves strong written and oral transmission skills, responsive listening, and use of creative strategies for exchanging information.

C. **Leadership**
   - Influence others to reach their highest level of effectiveness in achieving common goals, both as individuals and in teams. Establish direction and engage various constituencies to produce a shared vision of the future, motivating and committing them to action, and making them responsible for their performance.

D. **Law and Ethics**
   - Establish high ethical standards, create a culture of shared ethical values and legal understanding, and transform those ideals into visions and expected behaviors.

E. **Professional Development**
   - Required to excel professionally throughout one’s career and to make meaningful contributions to the field.

II. **COMPETENCIES BY DOMAINS**

**Domain 1: Measurement and Analysis**

**Measurement:**
- A.1 Identify appropriate sources and gather information, effectively and efficiently.
- A.2 Appraise literature and data critically.
- A.3 Develop, understand and use data from performance, surveillance or monitoring systems.

**Analysis:**
- A.4 Financial analysis: Understand and explain financial and statement; prepare and manage budgets; and make sound long-term investment decisions.
- A.5 Statistical analysis: Understand and apply basic statistical methods relevant to public health practice.
- A.6 Policy analysis: Understand the policy-making process and the role of politics; assess a problem and identify and compare potential policy solutions; and understand and critically assess methods to evaluate policy impact.
- A.7 Economic analysis: Use basic microeconomic theory to understand how the incentives of consumers, providers, and payers affect behaviors, costs, and other outcomes; understand and apply basic econometric tools for the empirical study of issues in health economics.
- A.8 Operational analysis: Analyze, design, or improve an organizational process, including the use of quality management, process improvement, marketing and information technology principles and tools.
- A.9 Population health assessment: Understand and apply basic epidemiologic principles, measures, and methods to assess the health status of a population; identify risk factors in
individuals and communities; evaluate the impact of population-based interventions and initiatives.

**A.10 Decision Making:** Implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders, and organizational values.

**Domain 2: Communication**

**B.1 Convey:** Speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.

**B.2 Listen:** Receive, process, and respond appropriately to information conveyed by others.

**B.3 Interact:** Perceive and respond appropriately to the spoken, unspoken, or partly expressed thoughts, feelings, and concerns of others.

**Domain 3: Leadership**

**C.1 Organizational Vision:** Through effective governance, establish an organization’s values, vision, and mission; systematically enhance performance and human material and knowledge resources.

**C.2 Strategic Orientation:** Analyze the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.

**C.3 Accountability:** Hold self and others accountable to standards of performance; encourage commitment to the long-term good of the organization.

**C.4 Change Leadership:** Energize stakeholders and sustain their commitment to the organization while adapting to changes in the environment.

**C.5 Collaboration:** Work collaboratively with others as part of a team or group, demonstrating commitment to the team’s goal and encouraging individuals to put forth their best effort.

**C.6 Organizational awareness:** Understand and learn from governance structures, formal and informal decision making structures, and power relationships in an organization, industry, or community.

**Domain 4: Law and Ethics**

**D.1 Use legal reasoning as a tool for analysis, communication, strategy and planning.**

**D.2 Behave ethically and promote standards of ethical behavior throughout organizations and professional communities.**

**D.3 Develop an understanding of healthcare state and federal legislation as it affects healthcare organizations.**

**Domain 5: Professional Development**

**Self-Awareness:**

**E.1 Actively seek feedback from others, reflecting and learning from successes and failures.**

**E.2 Develop an accurate view of own strengths and developmental needs, including the impact one has on others.**

**Self-Development:**

**E.3 Continuously push self to raise personal standards of performance and exceed expectations.**

**E.4 Address knowledge, skills, and other developmental gaps through reflective, self-directed learning, and by trying new approaches.**

**E.5 Establish, build, and sustain a career plan for professional development.**
Learning Objectives: At the completion of this course the student will be able to:

1. Articulate the basic concepts US health policy in relation to other developed countries and make an assessment of policies that the US could benefit from adapting (A6)
2. Shop for Medicare and ACA Exchange policies and understand the ramifications of purchasing decisions (A6, D3)
3. Assess an organization’s external environment and create a forward-looking scenario plan (C6, B1, B3)
4. Describe the various accreditation bodies and functions associated with healthcare organizations. (C3, C6)
5. Discuss key issues with hospital management, including safety, environmental health, & infection control. (C6)
6. Interview for a health administration job with confidence (B1, B2, B3, E1, E2)
7. Develop a resume, cover letter, personal mission statement and personal reading list (B1, B2, B3, E1, E2, E3, E4, E5)

Overview of the Content to be Covered During the Semester:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/13/18</td>
<td>Intro</td>
<td>TR Reid</td>
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<td>8/15/18</td>
<td>International Healthcare</td>
<td>TR Reid</td>
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<td>2</td>
<td>8/20/18</td>
<td>Cont.</td>
<td>TR Reid</td>
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<td>8/22/18</td>
<td>Cont.</td>
<td>TR Reid</td>
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<td>Cont.</td>
<td>TR Reid</td>
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<td></td>
<td>8/29/18</td>
<td>Cont.</td>
<td>TR Reid</td>
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<tr>
<td>4</td>
<td>9/3/18</td>
<td>NO CLASS</td>
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<tr>
<td></td>
<td>9/5/18</td>
<td>Health Insurance Review</td>
<td>Insurance Shopping</td>
<td>Paper 1 &amp; Peer Review</td>
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<td>5</td>
<td>9/10/18</td>
<td>Health Insurance Review</td>
<td>Insurance Shopping</td>
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<td>9/12/18</td>
<td>Scenario Planning</td>
<td>Provided in Class</td>
<td>Shopping Exercise</td>
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<td>6</td>
<td>9/17/18</td>
<td>Cont.</td>
<td>Provided in Class</td>
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<td>9/19/18</td>
<td>Cont.</td>
<td>Provided in Class</td>
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<tr>
<td>7</td>
<td>9/24/18</td>
<td>Environmental Health</td>
<td>Guest Lecture</td>
<td>Scenario Plan Exercise</td>
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<td></td>
<td>9/26/18</td>
<td>Cont.</td>
<td>Guest Lecture</td>
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<td>8</td>
<td>10/1/18</td>
<td>Infection Control</td>
<td>Guest Lecture</td>
<td></td>
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<tr>
<td></td>
<td>10/3/18</td>
<td>Patient Safety</td>
<td>Guest Lecture</td>
<td></td>
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<tr>
<td>9</td>
<td>10/8/18</td>
<td>Physician Relations</td>
<td>Guest Lecture</td>
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<td></td>
<td>10/10/18</td>
<td>Construction Mgt</td>
<td>Guest Lecture</td>
<td>2 Perusall Assignments</td>
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<tr>
<td>10</td>
<td>10/15/18</td>
<td>Current Event Reading</td>
<td>Ex-Acute</td>
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<tr>
<td></td>
<td>10/17/18</td>
<td>Cont.</td>
<td>Ex-Acute</td>
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<td>11</td>
<td>10/22/18</td>
<td>Cont.</td>
<td>Ex-Acute</td>
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<tr>
<td></td>
<td>10/24/18</td>
<td>Presenting Professionally</td>
<td>Guest Lecture</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>10/29/18</td>
<td>Emotional Intelligence</td>
<td>Guest Lecture</td>
<td>Paper 2 &amp; Peer Review</td>
</tr>
<tr>
<td>13</td>
<td>10/31/18</td>
<td>Alumni Experiences</td>
<td>Guest Lecture</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/5/18</td>
<td>Alumni Experiences</td>
<td>Guest Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/7/18</td>
<td>Prof Development</td>
<td>Handouts</td>
<td>Draft Resume</td>
</tr>
<tr>
<td></td>
<td>11/12/18</td>
<td>Prof Development</td>
<td>ACHE Regent</td>
<td></td>
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<tr>
<td>15</td>
<td>11/14/18</td>
<td>THANKSGIVING</td>
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<tr>
<td></td>
<td>11/19/18</td>
<td>THANKSGIVING</td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>11/21/18</td>
<td>Prof Development</td>
<td>Prof Development</td>
<td>Mission Stmt/Reading List</td>
</tr>
<tr>
<td></td>
<td>11/26/18</td>
<td>Prof Development</td>
<td>Prof Development</td>
<td>Resume</td>
</tr>
<tr>
<td>FINAL</td>
<td></td>
<td>Prof Development</td>
<td>Mock Interviews</td>
<td>Interview Exercise</td>
</tr>
</tbody>
</table>
Samples of your work may be reproduced for search purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

**Instructional Methods:** Class meetings will be a combination of lecture, class discussion, simulation, in-class problems, case studies/homework, and guest lecturers. Written homework assignments, research assignments, and career building assignments constitute the basis of student evaluation.

**Class Participation:** Class participation is an integral part of the learning process. Students will be expected to remain current with the readings, contribute to discussion of the week’s topics, have completed the current week’s assignments, ask questions, make comments, and agree/disagree with the professor. Participation will be assessed through short book review papers, completion of assigned exercises, article discussions, career-related document creation, and contributions to class discussions. You must come to class prepared (read chapter and other readings for the week before class and do assignments).

**Exam Schedule and Final Examination:**

Final Exam Period: **December 5 @ 3-5 PM**

**Student Assessment:** Assessments are linked to learning objectives for this class. Assignment weights will be as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>LO</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Book 1 Reflection Paper &amp; Peer Review</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Book 2 Reflection Paper &amp; Peer Review</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Health Insurance Shopping Exercise</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Scenario Plan</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Perusall Discussions (2)</td>
<td>4,5</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Mission Statement</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Reading List</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Resume &amp; Cover Letter</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Mock Interview</td>
<td>6</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>

For calculation of your final grade, all grades above will be included.

All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, consult with the professor as soon as possible. If you need additional time to satisfactorily complete any course
requirement, consult with the professor a minimum of 48 hours prior to due date. Extensions are not guaranteed and are at the discretion of the professor. 

NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.

2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.

3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.

4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class unless I have authorized you to! Texting during class (or in a meeting) is disruptive and rude…at least to me. I reserve the right to request you to put electronic devices away if I believe they are being used for purposes other than class.

Class Attendance and Participation Policy
Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and JPHCOPH funded) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (University Graduate Catalog)

**Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the Student Conduct Code book, as well as the latest Undergraduate & Graduate Catalog to familiarize yourself with the University’s policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

**Plagiarism**

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

A. Directly quoting the words of others without using quotation marks or indented format to identify them.
B. Using published or unpublished sources of information without identifying them.
C. Paraphrasing material or ideas without identifying the source.
D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (http://students.georgiasouthern.edu/judicial/faculty.htm) will be enforced:

**PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES**

**First Offense - In Violation Plea**
1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: http://students.georgiasouthern.edu/judicial/faculty.htm
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**
   a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student’s discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean’s level will ensure that the student’s work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is
presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

University Calendar for the Semester
The University Calendar is located with the semester schedule, and can be found at:
http://em.georgiasouthern.edu/registrar/resources/calendars/

One Final Note
The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.