

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**School of Health Sciences
PBHE 601
Health Care Administration
3 Credit Hours
Length of Course: 8 weeks
Prerequisite: None**

Instructor Information

Please refer to the Syllabus tab for your instructor's contact information and biography.

Course Description (Catalog)

This course is a study of the forces that now shapes, and will shape, health care in the new millennium. The emphasis is on administration. It also provides the student with a summary of the skills necessary to be an effective administrator in this evolving industry. Additionally, it details the various elements that exist in the current system, so as to provide the departure point for new ideas, proposals and restructuring under both voluntary and involuntary (legislated) provisions.

Course Scope

As a Core Course and Concentration Course for a Master's Degree program, the PBHE601 course will provide an overview of the forces affecting the delivery of health services in a variety of settings. The course will also provide insight into leadership and managerial challenges in health care system. Trends in health care delivery systems will be discussed.

(Note to students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning course work necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course).

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Course Learning Objectives

After successfully completing this course, students will be able to:

1. Critique the health care delivery process from a systems-level perspective
2. Evaluate leadership and managerial challenges in healthcare systems
3. Deconstruct popular but misleading myths about motivation
4. Examine the classical sender-receiver communication model and later elaborations of it
5. Synthesize concepts associated with power, politics, and organizational performance in healthcare settings
6. Distinguish among Quality Improvement frameworks
7. Evaluate how to manage strategic alliances in health care
8. Differentiate between diverse ethical principles and how they are demonstrated in health care
9. Analyze future trends and changes in healthcare systems

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:

Burns, L. R., Bradley, E. H., & Weiner, B. J. (Eds.). (2012). *Shortell & Kaluzny's Health Care Management: Organization Design and Behavior*, 6th edition, Clifton Park, NY: Delmar, Cengage Learning.

Publication Manual of the American Psychological Association. (2010). 6th Edition. Washington, DC: American Psychological Association. (ISBN 10; 1-4338-0561-8).

Other Required Readings (see Course Outline for Specific Titles). All of these required readings are located in the Course Tools section of your classroom under Lessons.

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Academic Writing Requirements:

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
NCBI-PubMed	http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?CMD=Limits&DB=pubmed
Health Affairs	http://www.healthaffairs.org/
Emerging Health Threats	http://www.eht-journal.net/index.php/ehjt
Mckinsey quarterly	https://www.mckinseyquarterly.com/home.aspx
Health Leaders	http://hl-isy.com/Home

Evaluation Procedures

Forum

Please join the forums each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 450 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.

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- Replies to classmates should be no less than 200 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.
- Forum rubric is included in the forum section of the course
- Additional guidelines for week one forum introduction are included in the forum tab within the course
- More in-depth specific instructions for each forum can be found in the forum tab within the course.
- **Late Forum posts receive a 10% per day late penalty. If your 2 peer responses are posted after the week is ended (after Day 7, Sunday) they receive a zero, in that the discussion is over and you cannot receive credit for participation in a discussion with others after the discussion week has closed.**

Students will be responsible for providing a peer response posting for at least two (2) of their peers' postings, unless there are less than 3 students in the course, where only one (1) peer posting will be required. Your peer postings should challenge or expound upon at least one of the points made by your peer, and "I agree" does not constitute as an adequate response. As graduate students, you will be expected to provide comprehensive, relevant and well supported points in your assignments.

We all bring something unique to the classroom, from our understanding, our experiences, and our value systems. We honor and respect each person's diverse beliefs to help us see beyond the classroom to be the most effective individuals we can be. Therefore, we should all be respectful of others while expressing our viewpoints and opinions. Proper netiquette behavior is expected. Any inflammatory, demeaning or disrespectful language in a posting will be immediately removed from the discussion space.

Assignments:

Weekly Assignments: Each week, you will write an assignment related to the readings for the week. You will attach the word document in the Assignment section for grading. There is a 3-page minimum with a minimum of 3 references in proper APA format. Remember that cover sheets, reiterating the assignment, and reference pages do not count. You may use your textbook as a reference--make sure you cite it correctly.

Mid-term Exam: During Week 4, there will be a midterm exam with 11 questions (multiple choice, true/false, and one short essay question). The short essay question will require references in proper APA format. You may only access the exam once so make sure you set aside enough time to complete the entire exam. If you log into the exam and then log out for any reason, you will be locked out of it. You are not able to go back to previous questions.

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Research Paper/Final Project: Students are required to complete one (1) fifteen (15) page research paper on the topic listed in the assignment area of the classroom. Remember that cover sheets, reiterating the assignment, and reference pages do not count. APA style is required and you should have a minimum of (7) seven references.

The paper must be typed, double-spaced with 1-inch margins in 12-point Times New Roman font with all references cited. As always, Wikipedia and Answers.com are NOT academic/scholarly sources. Please remember this is a graduate level course and your papers are expected in line with graduate level work. Papers will be graded based upon: 1) the extent to which students followed directions for the assignment, and 2) overall presentation (including clarity of argument, grammar and spelling) (see grading rubric for more specific grading information). The paper can be submitted to me at any time, but cannot be submitted any later than the **last regularly scheduled day of class in Week 8 at 11:59pm EST.**

Refer to the Student Handbook for policies relevant to academic honesty and other procedures and policies related to this course. Refer to Online Resource Center for any research assistance.

- More in-depth specific instructions for each assignment can be found in the Assignment tab within the course.
- **Assignments submitted late without advance notice will receive a 5% per day late penalty and will not be accepted for grading five (5) days past the due date.**

Course Grading Outline

Grading Instrument		Percentage of Final Grade
Forum (8 @ 100 pts each)	800 pts	25%
Introduction Forum Post	10 pts	
Weekly Assignments (7 @ 100 pts each)	700 pts	35%
Mid-term Exam (Open Book)	150 pts	20%
Research Paper/Final Project	100 pts	20%
TOTAL	1,735 pts	100%

Course Outline

Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
1	Challenge of Rising Health Costs	Distinguish across diverse organization and	Textbook: Chapter 1. The Management	Week 1 Essay: Organizational	Forum: Introduction

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	Systemic Views of U.S. Health Care Organization and Management Theory	management theory Distinguish the similarities and differences in the forces shaping health services globally Synthesize challenges associated with rising health costs Develop a systemic view of U.S. Health Care delivery	Challenge of Delivering Value in Health Care: Global and U.S. Perspectives Lecture Notes in the Lesson Section of the classroom. Additional Required Readings--Located in Lesson 1: Healthcare Consumerism: The Basis of 21st Century Intelligent Health System Zuckerman, A. M., "Creating a Vision for the Twenty-First Century Healthcare Organization," Journal of Healthcare Management, September/October 2000, pp. 294-306.	Theory	Week 1: Organizational Theory
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
2	Concepts of leadership and management Theoretical traditions Role of organizational culture	Differentiate between leadership and management Synthesize the concepts of leadership and management Evaluate the role of organizational culture Critique current research on healthcare and leadership	Textbook: Chapter 2. Leadership and Management: A Framework for Action Lecture Notes Additional Required Readings--Located in Lesson 2: Developing Leaders vs Training Administrators in the Health Services Gender and Leadership in Health Care and Public Health Administration: 21st Century Progress and Challenges	Week 2 Essay: Organizational Culture and SMART objectives	Week 2 Forum: Leadership and Management

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			Recommended Readings: Kerzner, H. (2009). Project management. New York, NY: John Wiley & Sons.		
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
3	Organization structures in healthcare organizations Motivation and other factors that influence individuals' performance	Organize mechanisms and processes of coordination at the micro-level and impacts on quality of care Examine varying organizational design/structures in relation to motivation Assess the managers' roles in motivating people Generate work characteristics that motivate people	Textbook: Chapter 3. Organization Design and Coordination Chapter 4. Motivating People Lecture Notes in the Lesson Section of the classroom Recommended Readings: Northouse, P. (2003). Leadership: Theory and Practice. Thousand Oaks, CA: Sage Publications.	Week 3 Essay: Motivation among employees	Week 3 Forum: Motivation
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
4	Role and value of teams in health care organizations Classical sender-receiver communication model Recent research on social network	Distinguish among different types of teams in healthcare organizations and how these differences affect team processes and performance Assess the role and value of teams in health care organizations Evaluate alternative methods of decision making in teams, including both functional and dysfunctional decision making	Textbook: Chapter 5. Teams and Team Effectiveness in Health Services Organizations Chapter 6. Communication Lecture Notes in the Lesson Section of the classroom. Additional Required Readings--Located in Lesson 4: Group Performance and Leadership	Week 4 Essay: Model of Communication Mid-term Exam	Week 4 Forum: Communication

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		processes Examine key aspects of group process including leadership, the communication structure, decision making, and stages of team development	Recommended Readings: Neuhauser, P. C. (1990). Tribal Warfare in Organizations: Turning Tribal Conflict into Negotiated Peace. New York, NY: Harper Collins Publishers.		
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
5	Major sources of power within health care organizations Organizational learning and innovation in complex systems	Examine the differences between managerial and professional sources of power within health care organizations Critique how emotions affect individuals attempting to manage conflict Analyze the major sources of power within health care organizations Distinguish between five disciplines that promote organizational learning	Chapter 7: Power, Politics, and Conflict Management Chapter 8: Complexity, Learning, and Innovation Lecture Notes in the Lesson Section of the classroom. Redesigning Work Design Theories: The Rise of Relational and Proactive Perspectives Additional Required Readings--Located in Lesson Section: Recommended Readings: Hamel, G. & Valikangas, L., "The Quest for Resilience," Harvard Business Review, September 2003, pp. 52-63.	Week 5 Essay: Effective negotiation and conflict management	Week 5 Forum: Organizational Learning
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)

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6	<p>Importance of quality improvement (QI) in healthcare</p> <p>Formulation of mission, vision, and values in strategic thinking</p> <p>Strategy and strategic management in health care markets</p>	<p>Differentiate the important issues in defining, measuring, and using quality and performance measures</p> <p>Justify the need to manage for QI in healthcare</p> <p>analyze the internal and external environments and the integration of these analyses into strategic planning</p> <p>Examine how strategy is developed and how strategy and strategic management applies to health care markets</p>	<p>Textbook:</p> <p>Chapter 9. Improving Quality in Health Care Organizations</p> <p>Chapter 10. Strategic Thinking and Achieving Competitive Advantage</p> <p>Lecture Notes in the Lesson Section of the classroom.</p> <p>Additional Required Readings--Located in Lesson Section:</p> <p>Managing Hospitals in Turbulent Times: Do Organizational Changes improve Hospital Survival?</p> <p>Using Workforce Practices to Drive Quality Improvement: A Guide for Hospitals</p> <p>Recommended Readings:</p> <p>Ulrich, D. & Smallwood, N., "Capitalizing on Capabilities," Harvard Business Review, June 2004, pp. 119-127.</p>	Week 6 Essay: Improving Health Care Quality	Week 6 Forum: Competition in the Health Care Market
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
7	Different types or forms of strategic	Distinguish between different types or forms of strategic alliances,	Textbook: Chapter 11. Managing	Week 7 Essay: Strategic Alliances	Week 7 Forum: Laws and Regulations

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	alliances Policy and operational context of health care regulations	using a number of dimensions Evaluate strengths and weaknesses in current regulatory efforts to achieve policy goals Examine why strategic alliances are increasing in use, particularly among health care organizations Analyze the different types or forms of strategic alliances, using a number of dimensions	Strategic Alliances Chapter 12. Health Policy and Regulation Lecture Notes in the Lesson Section of the classroom. Additional Required Readings--Located in Lesson Section: Identifying Paradox: A Grounded Theory of Leadership in Overcoming Resistance to Change American College of Healthcare Executives Code of Ethics Recommended Readings: Nohria, N., Joyce, W., and Roberson, B. "What Really Works," Harvard Business Review, July 2003, pp 42-52.		
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
8	Adoption of health information technology Consumer driven health care and its impact on the health care environment Medical tourism	Synthesize the factors that are contributing to the widespread adoption and use of health information technology, including electronic health records (EHRs) Evaluate the evolution and effect of patient flows on comparative advantage	Textbook: Chapter 13. Health Information Systems and Strategy Chapter 14. Consumerism and Ethics , and Chapter 15. Globalization and Health: The World Is Flattening	Research Paper/Final Project Due	Week 8 Forum: Consumer-driven health movement

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		<p>Critique medical tourism</p> <p>Assess the effect of health worker mobility on Health Systems</p>	<p>Lecture Notes in the Lesson Section of the classroom.</p> <p>Additional Required Readings--Located in Lesson Section:</p> <p>An Organizational Ethics Decision-Making Process</p> <p>Human Resources for Health: Overcoming the Crisis</p> <p>Recommended Readings:</p> <p>Porter, M., "Organizational Effectiveness is Not Strategy," Harvard Business Review, November-December, 1996, 61-78.</p>		
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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)