



HEAD5311-110, CRN 80264, HEALTH ADMINISTRATION AND STRATEGY

Fall 2018 rev. 08.15.2018

Texas A&M University-Central Texas



INSTRUCTOR AND CONTACT INFORMATION

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Vice President for Research & Economic Development
Professor of Business – Chief Research Officer / Research Compliance Officer

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Office: President's Suite – Founder's Hall 421F

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Office Hours: M-F 8am to 5pm and by appointment

Mode of instruction and course access: This is a 100% online course with one optional class meeting face to face on September 8, 2018 at 8am to 12pm (See List of Classes). Students are NOT required to meet on September 8, and it will not include information beyond that found in the online portion of the course. However, it is advantageous to meet student peers face to face for a more in-depth discussion of healthcare administration, and lead by the professor. Please note: This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction: The easiest way to communicate with me is through my regular email at porter@tamuct.edu. I do not use the Canvas email unless my regular email is not working, and at that time I will inform you to use the Canvas email. Although I have office hours, I tend to respond to email quickly unless I am traveling. Please try emailing me twice if I have not responded to you in 72 hours (3 days). You can also call my cell if you have significant difficulty with the course reading materials – at 304-839-9039.

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas -- 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: This course provides the foundation for strategically leading the complex industry of health organizations. Theoretical frameworks and empirical analyses are used to emphasize the health services administrator's role in health care. The course demonstrates how health administrators help both the providers and recipients of health care. A focal point is to create a deep understanding of competitive advantage in the market and in government operations.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Demonstrate, through projects/final, how health administration is applied in health care.
2. Present, through projects/final, leadership in health organizations.
3. Demonstrate, through projects/final, how to manage groups and teams.
4. Present, through participation, how to design and impact health organizations.
5. Demonstrate, through participation, power and politics in health organizations.
6. Distinguish, through projects/final, different strategies and organizational designs.
7. Demonstrate, through projects/final, innovation for competitor advantage.
8. Demonstrate, through participation, different strategic alternatives.
9. Present, through projects/final, creative action plans.

Student Learning Outcomes: (Please see these in alignment with the chapters covered by class)

Through active participation in the course, students will learn the following critical issues/outcomes:

Chapter 1 – Foundations of High-Performing Healthcare Organizations

1. Emphasize mission and vision in healthcare.
2. Understand and meet the needs of all stakeholders.
3. Build a culture that listens, empowers, trains and rewards.
4. Measure performance, seek benchmarks, and use continuous improvement processes.
5. Protect the corporate capability.

Chapter 2 – Cultural Leadership

6. Use service excellence to create the best care.
7. Implement responsive leadership to build and sustain culture.
8. Measure and continuously improve the culture.
9. Establish a program to respond to culture and value issues.

Chapter 3 - Operational Leadership

10. Maintain contact with all stakeholder groups.
11. Sizing the organization and components.
12. Measure and improve performance outcomes.
13. Support a learning organization.
14. Resolve issues in a timely manner, and adhere to schedules.

Chapter 4 - Governance

15. Establish and sustain clinical excellence and culture of respect.
16. Integrate boundary spanning and forecasting within a strategic plan.
17. Working with physicians and other caregivers to improve care.
18. Monitor overall performance using a scorecard and feedback.
19. Improve the board's ability to identify and meet stakeholder needs.

Chapter 5 – Foundations of Clinical Performance

20. Use patient management protocols to deliver evidence-based patient care.
21. Use functional protocols to ensure safe, effective, patient-centered, timely, efficient and equitable care.
22. Continuously improve clinical care.
23. Support evidence-based medicine and evidence-based management.
24. Strengthen population health.

Chapter 6 – Clinical Staff

25. Achieve excellent care.
26. Demonstrate knowledge of state level credentialing.
27. Demonstrate planning and recruiting of clinical staff.
28. Demonstrate plans for compensating clinical staff.

Chapter 7 - Nursing

29. Deliver excellent nursing care.
30. Communicate comprehensive patient care.
31. Educate patients, families and communities on nursing and other care.
32. Sustain the supply of nurses.

Chapter 8 – Clinical Support Services (CSS)

33. Supporting evidence-based care in support services.
34. Provided comprehensive support care.
35. Recruiting CSS staff.
36. Potential outsourcing of CSS staff.

Chapter 9 – Population Health

37. Maintain core contribution to population health.
38. Expand the mission, vision, and values within population health services.
39. Improve primary care and management of chronic diseases.
40. Building effective prevention platforms.
41. Building effective coalitions with other agencies.

Chapter 10 – Knowledge Management

42. Translate knowledge to strategic performance improvement.
43. Maintain reliability of information (Discuss validity and reliability).
44. Promote effective use of data.
45. Protect individual privacy, archives, and information systems.
46. Planning IT improvement and growth.

Chapter 11 – Human Resources (HR)

47. Treat HR as an investment.
48. Measure and improve associate loyalty.
49. Promote service excellence.
50. Build a competent workforce and attractive workplace environment.
51. Build workforce diversity.

Chapter 12 – Environment of Care

52. Designing space for improved patient outcomes.
53. Planning the best use of space.
54. Using benchmarks and goals to support security, sanitation, maintenance, and materials management services.
55. Using contract services to improve performance.
56. Develop evacuation and emergency plans capable of handling natural disasters, large scale accidents, and the possibility of terrorism.

Chapter 13 – Financial Management

- 57. Support an evidence based approach to financial management.
- 58. Provide adequate financial resources.
- 59. Promote financial integrity (and ethics).

Chapter 14 – Internal Consulting

- 60. Interpret factual information (review validity and reliability).
- 61. Obtain benchmarks internally and improve based on benchmarks.
- 62. Provide performance improvement teams (PITs), for senior management and governance.
- 63. Identify new programs and capital investment opportunities with appropriate yield.

Chapter 15 – Marketing and Strategy

- 64. Demonstrate marketing as a broad approach to building relationships.
- 65. Demonstrate market segments relating to HCO operations.
- 66. Demonstrate process of listening to build strategy.
- 67. Demonstrate strategy with evidence-based management.
- 68. Create strategic plans with governing boards and senior management.

Required Textbook:

White, K., & Griffith, J. (2016). *The well managed healthcare organization.8th Ed.* Chicago, IL: Health Administration Press (WG)

COURSE REQUIREMENTS

Academic Integrity, Grading Criteria Rubric, and Conversion:

A&M-Central Texas is committed to high standards of integrity and ethical conduct. Participating in behavior that violates academic integrity (e.g., including but not limited to - unauthorized collaboration on assignments, plagiarism, multiple submissions of the same assignment, cheating, fabricating information, helping another person cheat, altering or destroying the work of others, fraudulently altering academic records) will result in academic discipline including: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, or being suspended from the University. You have the right to appeal.

GRADING

A: 90-100 mean points, B: 80-89 mean points,

C; 70-79 mean points, D; 60-69 mean points, F; Below 60 mean points

(C is Barely Passing at Graduate Level; You must obtain 3.0 GPA to Graduate)

COURSE ASSESSMENT

PERCENTAGE

Class Participation

20% [Online Instruction] (20pts)

Final Paper

40% (40pts)

Final Exam

20% (20pts)

GRADE COMPONENTS

ATTENDANCE, PUNCTUALITY AND PARTICIPATION

Attendance is not taken, but interactions in class discussions count towards your participation grade. Canvas discussions are graded based on weekly discussion questions posted with replies/answers. Each Canvas (online) class is assessed for participation where students must post in the discussion area with replies, with at least one reply to the professor and two other students for an A (i.e., 3 replies per week on average), to the professor and another student for a B (i.e., 2 replies per week on average), and to the professor for a C (i.e., 1 reply per week on average). Therefore, to obtain at least a B, you must be punctual in that you are interacting on a weekly basis, and that you are answering the question posted on a weekly basis, as well as interacting with at least one peer-related student answer.

All posts must be supported with APA reference(s). If you do not post within the time indicated, or within the deadline for each week as noted in the discussion, then you will not receive credit for that week. You may post throughout the semester in the event you want to post to a previous discussion, but it will not count in your participation UNLESS YOU ALREADY POSTED FOR THAT WEEK. Therefore, please be fair to all students and post at least a reply on a weekly basis to ensure you can come back and post more in the remaining part of the semester. Students will receive an unofficial midterm grade to provide feedback for the remainder of the course.

FINAL PAPER (Format, Grammar/Spelling, Adequacy, Accuracy, Bib/References, Overall)

The paper will be 20pp. to 30pp. in narrative (i.e., cover and reference pages do not count) on a health care issue of the student's choice. However, the issue must be related to health services administration. The final paper is due the last day of class, and must be in APA and double spaced no larger than 12 font. **Students must turn in a 10 pp. min. (with Bib) draft of the paper by the midterm portion of the course as indicated below, for a tentative grade (Only the adequacy portion will not be graded – therefore your paper grade can still go up or down for the final). If a draft is not turned in, the entire course grade will be reduced by 10 points – thus you cannot receive an A in the course without a draft paper.**

EXAMS (Final)

The Final will cover the entire semester and will relate to all reading, posts and handouts in the discussions. It will consist of multiple choice, short answer and essays, and will be distributed the last week of classes. The honor code is in affect with no help from others allowed.

POSTING OF GRADES

All grades will be distributed via your official student email. Please ensure you visit your student email periodically since I may discuss your interactions in discussions, as well as your midterm draft paper grade. Final grade discussions will also be via your official student email.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar – This is a full semester course with 14 classes and a full week for the final. Please make sure you turn in your draft paper by October 13, 2018 (at midnight) or you will not be eligible for an overall A grade in the course. All discussions will be posted on a Saturday as noted, with the class participation due by the end of the following Friday at midnight.

Remember, you must post at least one reply for that week's participation to count for the rest of the semester. If you post after the deadline, none of the posts will count. If you post at least one reply prior to the deadline, you may continue to post thereafter and all will count for that week.

Please read the material prior to the discussion posting, and complete the bio introductions before Week 1 as noted.

Introductions: August 28, 2018 – Course Available with Introductions (Please complete introductions to ensure you meet ongoing course interactions. This class does not count towards your participation, but is required to ensure you are part of the class)

Class

<u>Timeline:</u>	<u>Date:</u>	<u>Readings (all WG with Additional Readings noted in Class):</u>
Week 1:	September 1, 2018	Chapter 1
Week 2:	<i>September 8, 2018</i>	<i>Chapter 2</i> <i><u>Optional Face to Face in the President's Conference Room in Founder's Hall – 421H</u></i>
Week 3:	September 15, 2018	Chapter 3
Week 4:	September 22, 2018	Chapter 4
Week 5:	September 29, 2018	Chapter 5
Week 6:	October 6, 2018	Chapter 6
<i>Week 7:</i>	<i>October 13, 2018</i>	<i>Chapter 7 [Draft Paper Due at Midnight October 13, 2018]</i>
Week 8:	October 20, 2018	Chapter 8
Week 9:	October 27, 2018	Chapter 9
Week 10:	November 3, 2018	Chapter 10
Week 11:	November 10, 2018	Chapter 11
Week 12:	November 17, 2018	Chapter 12
Week 13:	November 24, 2018	Chapters 13-14
Week 14:	December 1, 2018	Chapter 15
<i>Week 15:</i>	<i>December 7, 2018</i>	<i>Start Final Examination: Due December 14, 2018 at midnight</i>

Important University Dates: Please see <https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

University Academic Integrity Statement

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and

improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

INSTRUCTOR TEACHING PHILOSOPHY AND POLICIES

Please know that I enjoy teaching and want you to have the best experience possible in this course. After nearly 40 years of healthcare experience in the field or consulting, I have enjoyed health administration as a very service oriented profession. It may or may not be your "calling" but I hope you strive to do your best in this course. If you feel you are not obtaining the best experience possible in this course, please email me at porter@tamuct.edu or call my cell at 304-839-9039.

In relation to deadlines, I take those very seriously and will deviate only for extreme circumstances. The analogy is that deadlines are important in healthcare, with consequences that may be dire or even deadly. While we do not "lose" students like we may lose patients or residents in healthcare, it is still important to adhere to deadlines in this course – it is part of the health administrator's life!

Have fun!