



EAST TENNESSEE STATE
UNIVERSITY

College of Clinical and Rehabilitative Health Sciences

Department of Allied Health

ALHE 4040
Managing Allied Health Professionals

Purpose

To prepare students to become entry-level managers in a clinical setting. To examine current issues in clinical healthcare settings, familiarize students with the roles of all stakeholders, and develop critical thinking skills through a case-study approach to problem solving.

Goals for course:

- Develop the skills needed to manage clinical professionals in the healthcare setting;
- Learn to select, use, and critically analyze current health care management (HCMN) research and literature;
- Develop ability to design appropriate strategies to address contemporary issues in healthcare;
- Learn to ask questions, select, use, and critically analyze research and literature, and apply literature to real world scenarios;
- Integrate management and leadership theory with clinical issues through the use of case studies;
- Develop the ability to work productively with others in diverse, multidisciplinary teams;
- Develop both oral and written communication skills;
- Review concepts and theories in health care management.

Major Topics:

- Leadership
- Management and Motivation
- Organizational Behavior and Management Thinking
- Healthcare Marketing
- Quality Improvement
- Information Technology
- Financing Health Care and Health Insurance
- Managing Costs and Revenues
- Managing Healthcare Professionals
- The Strategic Management of Human Resources
- Teamwork
- Addressing Health Disparities: Cultural Proficiency
- Ethics and Law

- Fraud and Abuse
- Fundamentals of Strategic Planning
- Analytical tools that support strategic planning
- Strategic Planning Initiatives Across Clinical Settings
- Integrated Delivery System
- HIPAA
- Financing Health Care and Health Insurance
- Advanced Practice Providers
- Bioethics

Learning Objectives:

At the completion of this course the student is expected to:

- Examine issues in managing professionals in clinical settings.
- describe the stakeholders in the clinical setting, their roles and responsibilities
- Describe strategies for managing teams, and overcoming conflict.
- Compare and contrast the key competencies of healthcare managers.

- Distinguish between leadership and management.
- Describe leadership styles.
- Evaluate issues in employee motivation.
- Illustrate communication and problem solving in the healthcare workplace.
- Describe the importance of quality in healthcare, and apply the tools used in quality improvement.
- Evaluate the impact of HIPPA on healthcare.
- Examine the role of the healthcare manager in managing costs and revenue.
- Examine the relationship between ethics and law and their impact on healthcare, and the role of the healthcare manager.
- Evaluate issues in patient satisfaction.
- Illustrate the impact of contemporary issues on managing and decision making in clinical settings.
- Examine the relationship between bioethics and law and their impact on healthcare.

Instruction Method:

I invite you to join a community of learners who will use the content from readings and videos as the basis for in class discussions and group activities that will enhance your understanding of leadership and how it applies to your work and your life.

Required Textbook

Buchbinder, S.B., & Shanks, N.H. (2017). *Introduction to Health Care Management*. Jones & Bartlett, Publishers, 3rd Edition.

Recommended Reading

Harrison, J. (2010). *Essentials of Strategic Planning in Healthcare*. Health Administration Press, 1st Edition.

Major Assignments and Quizzes

COURSE ASSIGNMENTS:

1. **Textbook Readings:** Reading assignments will be noted on the table of assignments. In order to complete the assignments, discussions and exams in a timely manner, the readings should be kept current.
2. **PowerPoint/Lectures:** I will post PowerPoint/Lectures for your viewing. These are for your convenience and for additional study material. These will be located in the Table of Contents in D2L under the corresponding week.
3. **Exams (4 total- 60 points each):** Links for the exams can be found in the Assessment tab of the course, as well as on the Contents page. Each exam has 40 questions with a time limit of 60 minutes for completion as well as an open period of one week. Due dates are listed on the Table of Assignments located in the content area of the course. If exams are not taken before the closing date, at the assigned time, a grade of zero will be assigned.

It is strongly suggested that you do not use a wireless connection while taking exams.

If you have technical problems with D2L while taking an exam, and lose your internet connection, close D2L and restart, log back in, and begin taking the exam again immediately. **Save your answers frequently!** If you have a technical problem that prevents you from taking the exam, you should email the instructor immediately regarding the situation. You should also check the link for technical resources on the Content page of the course under Course Introduction, and contact the eLearning personnel for assistance.

4. **Strategic Planning Group Project (100 points):** Students will work in assigned groups to review a current issue in healthcare assigned by the instructor. Groups will meet (web-based) to discuss the issue, and determine a strategy to address the problem. Deliverables will include a group-prepared, power point presentation that outlines the SWOT analysis, and a well-structured plan, including key factors necessary to get the facility back on track. **See Discussion 2.**
5. **Case Studies (2 total- 50 points each):** Case studies are guided examinations of current issues in clinical settings, among Allied Health professionals. Students are expected to review topics, and create possible solutions utilizing research, readings and lecture content. Topics are listed on the Content page of this course. Requirements for completion are outlined in the **Introduction section of Chapter 18**. There is also a detailed rubric with expectations for grading that can be found on the Contents page of the course. For the purpose of this online course, case studies will be completed and submitted individually (please exclude the **Team Structure & Process for Completion** section of the Introduction). There is a time limit for submission of each assignment; that is, the drop box will be open for a full week before the due date. **Type your assignment on your computer, save as a .doc or .docx file, and then upload to the digital drop box.** Late submissions are not possible due to the drop box closing after the time period; assignments cannot be accepted via email. A grade of zero will be assigned, if assignments are not submitted. *Due dates are listed on the Content page of D2L in the ALHE 4040 Readings & Assignments Fall 2019 Calendar and attached to this syllabus.*
6. **Continuous Quality Improvement (CQI) Investigation (50 points):** Investigation papers are to be completed individually. The instructor will provide a list of topics for investigation. Each student will research their topic and write a **3 page summary** of what they have found in the readings. CQI investigations *are not opinion papers*. These must relate to Chapter 7 of the text, and are designed to give you a thorough understanding of the process of quality control and improvement in the health care setting. You must incorporate the FOCUS-PDCA framework, the Analyzing Process including a Cause and Effect Diagram to identify the possible causes of the issue (ex: Fishbone diagram Fig 7.4), and finally your organization's plan for CQI, including a plan for how you will correct, monitor and continuously grow within the process. Students should include three scholarly references (one may be the text). You may not use blogs or opinion sites.
7. **Discussions (one intro, and 2 graded):** class discussions are a significant part of any college class including online courses. The aim is to encourage interaction among students, allowing for group discussion and a team approach to problem solving. This function is critical to success as a health care manager. I hope these will allow individuals to learn a great deal about other fields.

The first discussion is simply an introduction of yourself to your fellow class members and will not count as a "graded" discussion item. In this discussion, you can tell a little about yourself, why you are interested in healthcare and what you hope to gain from the course.

Graded discussions include:

The first graded discussion (20 possible points) is related to the CQI Investigation Papers completed the previous week. Students will be expected to post one original post, 2-3 paragraphs in length (for **maximum 10 points**). The post should reflect the topic, including an introduction of what the topic was, and the major points of what the student discovered during their exploration. The discussion post should include recommendations to address the particular issue, and be supported by evidence from the research. Students are expected to respond to at least two posts submitted by others (**maximum 5 points each**). It is important to be respectful of others ideas, yet it is normal to have varying opinions. Be patient and read the comments of other group members thoroughly before entering your remarks. Be positive and constructive in group discussions. You are not allowed to simply post "I agree." These should be several sentences in length and you may choose which postings you respond to. Feel free to continue discussions with classmates as desired after you have met the course requirement; there is no limit to the discussion forums.

The second graded discussion (50 possible points) is related to the Strategic Planning Assignment. The second graded discussion will be two parts.

1) Team guided discussions addressing assigned strategic planning topics. Members of the group will post their power point which should be a thorough presentation of their problem, and strategic approach to the problem. Teams should include in addition to the power point, at least 3 question prompts to facilitate feedback. Grades will be determined based on quality and participation (**25 points will be assigned for your group's original posted questions and responses**)

2) The other 25 points will be assigned to you for participation in discussion in other group discussions. (**You will receive 5 points each for comments in these discussions**).

8. Online library research tutorial and quiz (20 points). Students will complete the tutorial located in the Content of the D2L site. Students must complete the related *quiz* (located on Assessments tab). This will assist you with the Continuous Quality Improvement Investigation papers listed above (#4).

EVALUATION: Grades for this course will be determined as a percentage of the following points:

Exams (4 @ 60 points each)	240 pts
Group Strategic Plan Project Power Point (100 points)	100 pts
Case Studies (2 @ 50 points each)	100 pts
CQI Papers (50 points)	50 pts
Online Tutorial (20 points)	20 pts
Discussions- (1 @ 20 points) (1 @ 50 points)	<u>70 pts</u>
TOTAL:	580 possible points

Dept. of Allied Health Sciences Grading Scale:

The final grade for this course will be a percentage calculated by dividing the total number of points earned during the semester by the total number of points possible. The grading scale follows

A = 95 – 100%	A- = 92 – 94%	B+ = 89 – 91%
B = 86 – 88%	B- = 83 – 85%	C+ = 80 – 82%
C = 77 – 79%	C- = 74 – 76%	D+ = 71 – 73%
D = 68 – 70%	F = 67 and below	

Grading Info

- **Due Dates:** Assignments are due by the dates listed on the course Schedule (available in the content section, course documents module of the D2L course site). You are more than welcome and encouraged to submit assignments in advance of the due date.
 - I grade assignments in the order in which they are submitted (first in, first graded; last in, last graded). You can access your feedback even after the drop box closes.
 - I will grade assignments submitted after the due date when I can get to them; late assignments for this class won't get priority over on time assignments for other courses.
- **Late and Missing Submission Policy:** Assignments are due on the date noted in the schedule. Assignments not submitted by the date noted in the schedule are not eligible for full points regardless of the quality of the work. Late submissions will result in a 1-point deduction per day. Tough? Maybe, but hey, we have deadlines on the job, so this is no different.

Schedule: The table of assignments, including reading assignments, exams due dates, assignment due dates, and discussion boards, is posted in the content area of D2L in the Course Introduction module. It is recommended that you print a hard copy to follow deadlines and submit exams, assignments, and discussion posts in a timely manner.

Hardware Requirements:

A live Internet connection. For minimum acceptable performance Desire 2 Learn recommends at least a 56K modem connection, although it can be accessed with slower connections.

A monitor capable of at least 800x600 resolution. For best performance, access Desire 2 Learn at 1024x768 resolution or higher. Desire 2 Learn can be accessed at lower resolutions (such as 640x480), although at low resolutions scroll bars may interfere with the interface.

As a Web-based application, Desire 2 Learn itself has no minimum hardware requirements for your computer. However, since Desire 2 Learn does require a 5.0 browser or better, you should refer to the minimum hardware requirements for your browser.

Software Requirements:

Although only a Web browser is required to use Desire 2 Learn, instructors may develop their course content using the software they feel most comfortable with, and which they feel best complements the design of their course. Just remember to consider the user (student) when uploading files to your course Web site. Many file types require the user to have the specific software to open the item.

For example, if a Microsoft PowerPoint (.ppt) presentation has been uploaded into a course Web site, the user (student) needs the PowerPoint software to open the file. Users can and should be made aware of options to download free versions of plug-ins or players that can assist them in accessing the materials. This page contains links to most of the Office viewers:

<http://office.mocrosoft.com/en-us/downloads/HA010449811033.aspx>

Since Desire 2 Learn is a Web-based application, content entered into the Desire 2 Learn forms is dynamically generated as Web pages within a course Web site. Files that are uploaded/attached are not converted to Web pages. These items are treated as attachments and are opened and displayed within the appropriate software package or players. Here is a list of software types frequently used to produce a successful course Web site:

5.0 or Better Web Browser:

1. Microsoft Internet Explorer
2. Netscape Navigator

An office suite that may include a word processor, presentation application, database, and spreadsheet applications.

1. Microsoft Office (Word, Excel, PowerPoint, Access)
2. Adobe Acrobat Reader ([free download from Adobe](#))
3. Apple Works
4. Microsoft Works Suite
5. Corel Word Perfect Office (Word Perfect, Lotus, Corel Presentation)

A Multimedia Player:

1. Windows Media Player
2. QuickTime
3. Real Player (Free Player)

NOTE: This list is only a handful of brands that can be used to create files for use in a course Web site. There are many others that you may feel more comfortable using that are not mentioned. **It is important to remember that any type of file can be uploaded into a course Web site, but the user (student) must be able to open that file by way of the file's specific software package, plug-in, or player that is usually downloadable from the Internet for free.** This page contains links to most of the Office viewers: <http://office.mocrosoft.com/en-us/downloads/HA010449811033.aspx>.

Course Ground Rules:

The student is expected to:

- Learn how to navigate the Desire 2 Learn system.
- Participate during class.
- Keep abreast of course announcements.
- Use the assigned college or university e-mail address as opposed to a personal e-mail address.
- Contact the instructor if unclear about assignment expectations.
- Address technical problems immediately.
- Keep abreast of weekly assignments and deadlines.
- Complete all assigned readings and assignments.

Guidelines for Communications

Email:

- Always include a subject line.
- Remember without facial expressions some comments may be perceived the wrong way.
- Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless absolutely necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

Library

The East Tennessee State University Library is available to all students enrolled in the program. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and other librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses. The link to Sherrod Library is www.etsu.edu/etsu/libraries.asp. Additional information is available at <http://libguides.etsu.edu/allied>

Accommodations

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services, telephone 439-8346.

Syllabus Changes

The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Technical Support

If you are having problems logging into the course, timing out of the course, using the course website tools, or other technical problems the following information may be helpful. You can reach the Student HelpDesk by phone at 423-439-4648 or by e-mail at <http://www.etsu.edu/oit/computing/instructions/help.asp>. There are also D2L pages created specifically for students at <http://www.etsu.edu/d2l/students.aspx>.

Since most content in this course is in Microsoft format, there are links to free readers in case you do not have access to these programs on your home computer. This page contains links to most of the Office viewers: <http://office.mocrosoft.com/en-us/downloads/HA010449811033.aspx>.

Please contact the course instructor as soon as possible if technical difficulties will interfere with participation or submission of course assignments.

Student Resources

The following links may be helpful in preparing for the class. You can purchase your textbook from East Tennessee State University's Bookstore. Please contact Iva Garland via telephone at 423-439-6881 or through e-mail at <http://etsubookstore.com/>

Academic Honesty

Students are expected to maintain standards of professionalism in regard to their academic conduct. Students who copy from others, allow others to copy their work, and/or present another's work as their own may face charges of academic misconduct, which will be reported to the Department of Allied Health Sciences Committee on Professional Standards and Academic Misconduct. This does not mean that students must always work independently on course assignments; in fact, students are encouraged to share ideas and help clarify interpretations for each other when a testing situation is not in progress. It is the verbatim or very close duplication of another's work that must be regarded with question or approaching an assignment as a group project when indeed it is not a group project. Anti-plagiarism software will be applied to all writing assignments. Students who have questions regarding this issue should contact me immediately. Any student found in violation will receive an "0" for the assignment

*****Syllabus is subject to change at the discretion of the faculty**

<u>Week</u>	<u>Topic</u>	<u>Assignments/Readings</u>
8/26-9/1	Overview of HCMN & Leadership	CHAPTER 1 An Overview of Health Care Management CHAPTER 2 Leadership Discussion 1- Introduce yourself & Library Tutorial and Quiz Due 09/1 11:55 PM
9/2-9/8	Management & Motivation	CHAPTER 3 Management and Motivation Strategic Planning Assignments Made
9/9-9/15	OB & Management Thinking	CHAPTER 4 Organizational Behavior (OB) and Management Thinking Case Study: Set Up for Failure? Due 9/15 11:55 PM
9/16-9/22	Strategic Planning	CHAPTER 5 Strategic Planning Exam 1 (Ch 1-4) 9/16 12:00 AM - 9/22 11:55PM
9/23-9/29	Health Care Marketing	CHAPTER 6 Health Care Marketing
9/30-10/6	Quality Improvement	CHAPTER 7 Quality Improvement Basics CQI Paper Due 10/6/2019 11:55 PM
10/7-10/13	Information Technology	CHAPTER 8 Information Technology Discussion 2- CQI 10/7/2019 12:00 AM - 10/13/2019 11:55PM
10/14-10/20	Financing Health Care and Health Insurance	CHAPTER 9 Financing Health Care and Health Insurance Exam 2 (Ch 5-8) 10/14/2019 12:00 AM - 10/20/2019 11:55 PM
10/21-10/27	Managing Costs & Revenues	CHAPTER 10 Managing Costs and Revenues
10/28-11/3	Managing Healthcare Professionals	CHAPTER 11 Managing Healthcare Professionals Case Study: Where Do You Live? Health Disparities Across the United States Due 11/3/2019 11:55 PM

<u>Week</u>	<u>Topic</u>	<u>Assignments/Readings</u>
11/4-11/10	The Strategic Management of Human Resources	CHAPTER 12 The Strategic Management of Human Resources Exam 3 (CH 9-12) 11/4/2019 12:00AM - 11/10/2019 11:55 PM
11/11-11/17	Teamwork	CHAPTER 13 Teamwork Strategic Planning PPT due to Discussion Board Power Point Due 11/17/2019 11:55 PM
11/18-11/24	Addressing Health Disparities: Cultural Proficiency	CHAPTER 14 Addressing Health Disparities: Cultural Proficiency Discussion 3- Strategic Planning Open 11/11/2019 - 11/24/2019
11/25-12/1	Ethics & Law	CHAPTER 15 Ethics and Law
12/2-12/8	Fraud & Abuse	CHAPTER 16 Fraud and Abuse Exam 4 (Ch 13-16) 12/2/2019 12:00 AM - 12/8/2019 11:55 PM
12/9-12/15	<u>Final Exams</u>	<u>Chapter 17</u> Special Topics and Emerging Issues in Health Care Management (Informational, not required material)