



EAST TENNESSEE STATE  
UNIVERSITY

College of Public Health

East Tennessee State University  
Department of Health Services Management and Policy  
HSMP 3200:  
Health Services Administration ONLINE – Spring 2021

**Lecture Times:** Asynchronous  
**Lecture Location:** D2L  
**Instructor:** Dr. Colin G. Chesley, Ed.D., MBA, NHA  
**Office:** Virtual  
**E-mail:** chesley@etsu.edu  
**Phone:** 386-506-4429

**OPTIONAL TEXT:**

Dunn, R.T. (2021) *Haimann's Healthcare Management* (Eleventh Edition). Health Administration Press, Chicago, IL. ISBN 978-1-56793-725-1

Microphone for recording voice over PowerPoint

Microsoft PowerPoint – students have access to the free Microsoft Office through ETSU. Please visit [www.etsu.edu/365](http://www.etsu.edu/365) for more information

**COURSE DESCRIPTION**

Reviews and prepares students to understand the components of health care in the United States and the principle delivery systems used in their provision. Organizational theory and design are discussed and evaluated in light of past and present health services systems. Provides an understanding of health care financing and its impact on access to and delivery of health care to different populations.

**COMPETENCIES AND LEARNING OBJECTIVES**

This course addresses the following **BSPH Core Concentration** competencies. The competencies are numbered, and the associated course-specific learning objectives are lettered.

**1: Briefly describe the main components and issues of the organization, financing and delivery of health services in the U.S.**

- 1.a. Recognize the rapid changes in the healthcare environment and the challenges that they pose for managers.
- 1.b. Describe the basic nature of the U.S. health care system.
- 1.c. Review the history of collective bargaining and labor-related legislation.

1.d. Review the methods of healthcare reimbursement in the U.S.

**2: Identify the legal and ethical bases for public health and health services.**

- 2.a. Recognize the basic legal issues affecting the healthcare environment.
- 2.b. Differentiate between the availability, acceptability, and accessibility of health care across diverse populations. (Diversity & Culture)
- 2.c. Identify basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) as they relate to issues of public health practice and policy. (Professionalism)
- 2.d. Promote high standards of personal and organizational integrity, compassion and respect for all people. (Professionalism)
- 2.e. Embrace a definition of public health that captures the characteristics of the field (social justice, prevention, population- focused, community-oriented) and how these contribute to professional practice. (Professionalism)
- 2.f. Recognize how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems. (Systems Thinking)

**3: Demonstrate an understanding of the basic principles of planning, organizing, human resources management, influencing, and budgeting.**

- 3.a. Recognize basic epidemiology measures.
- 3.b. Discuss the features and benefits of organizational development.
- 3.c. Describe the planning function and its importance as a primary management tool.
- 3.d. Differentiate between policies, procedures, and rules.
- 3.e. Identify time management techniques.
- 3.f. Discuss why organizing is an important managerial function.
- 3.g. Describe the primary elements of human resource management.
- 3.h. Define the managerial function of controlling and the control process.
- 3.i. Read with comprehension a program budget with justification (Program Planning)
- 3.j. Recognize the core functions of assessment, policy development, and assurance as they relate to the analysis of public health problems and their solutions. (Professionalism)
- 3.k. Develop a working vocabulary of health services administration terminology.

**4: Describe the attributes of leadership in health services organizations.**

- 4.a. Review essential principles and skills of supervisory leadership
- 4.b. Recognize social justice and human rights principles when addressing community needs.
- 4.c. Identify principles associated with leading teams.

**COURSE OUTLINE AND ASSESSMENT**

Date	Competencies and Learning Objectives	Required Readings	Assignment and Assessed Learning Objectives
Week One Jan 19 - 24	<b>Course Orientation</b> <b>Topic 1</b> - Supervision (1a, 1b, 2d, 2e, 4a)  <b>Topic 2</b> – Theories of Management (2c, 3k, 4a)	Ch1  Ch2	<b>Class Discussion/Bio – due Jan 24 at 11:59 pm</b> <b>(1a, 1b, 2d, 2e, 4a)</b>

<p><b>Week Two</b></p> <p>Jan 25 – Jan 31</p>	<p><b>Topic 3-</b> Communication (2d)</p> <p><b>Topic 4-</b> Managerial planning (2b, 2f, 3a, 3d, 3e, 3j, 3k)</p>	<p>Ch5</p> <p>Ch7</p>	<p>Read 1<sup>st</sup> HBR article: “Becoming the Boss” Hill, L. and Discussion/Blog – <b>due Jan 31 at 11:59 pm</b> (2d, 3b, 3c, 3d, 3e, 3g, 4a, 4b, 4c)</p> <p>Quiz one -- Topics 1,2,3 – <b>due Jan 31 at 11:59 pm</b> (1a, 1b, 2c, 2d, 2e, 3k, 4a)</p>
<p><b>Week Three</b></p> <p>Feb 1 - 7</p>	<p><b>Topic 5 -</b> The tactics of planning (3c, 3d, 3j, 3k, 4c)</p> <p><b>Topic 6 -</b> The tools of planning (3d, 3e, 4c)</p>	<p>Ch8</p> <p>Ch9</p>	<p>Class Discussion/Blog 1 – <b>due Feb 7 at 11:59 pm</b> (2d, 2f, 3a, 3c, 3j, 3k)</p>
<p><b>Week Four</b></p> <p>Feb 8 - 14</p>	<p><b>Topic 7 -</b> Fundamentals of Organizing (3b, 3f, 3k)</p> <p><b>Topic 8 -</b> Division of work (departmentalization) (3c, 3g)</p>	<p>Ch11</p> <p>Ch12</p>	<p>Quiz two--Topics 4,5,6 – <b>due Feb 14 at 11:59 pm</b> (2b, 2d, 2f, 3a, 3b, 3c, 3d, 3i, 4a, 4c)</p>
<p><b>Week Five</b></p> <p>Feb 15 - 21</p>	<p><b>Topic 9 -</b> Delegation of authority and accountability (3b, 3f, 3k, 4c)</p> <p><b>Topic 10 -</b> Reorganization and quality management (3b, 3f, 3k, 4c)</p>	<p>Ch13</p> <p>Ch14</p>	<p>Read 2<sup>nd</sup> HBR article: A Survival Guide for Leaders and Discussion/Blog – <b>due Feb 21 at 11:59 pm</b> (2d, 3b, 3c, 3d, 3e, 3g, 4a, 4b, 4c)</p> <p>Quiz three--Topics 7,8,9 – <b>due Feb 21 at 11:59 pm</b> (3b, 3f, 3k, 4c)</p>
<p><b>Week Six</b></p> <p>Feb 22 – Feb 28</p>	<p><b>Topic 11/</b> Committees and Teams (3e, 4a, 4c)</p> <p><b>Topic 12 -</b> Human Resource Management/staffing (2a, 3g, 4b)</p>	<p>Ch15, Supplemental material-</p> <p>Ch17</p>	<p>Distributing Case Scenarios</p> <p>Class Discussion/Blog 2 – <b>due Feb 28 at 11:59 pm</b> (2d, 3b, 3c, 3d, 3e, 3g, 4a, 4b, 4c)</p>
<p><b>Week 7</b></p> <p>Mar 1 - 7</p>	<p><b>Topic 13--</b> Recruitment/selection processes (2a, 3g, 4a, 4b)</p> <p><b>Topic 14--</b> Performance appraisal/position changes (2a, 3g, 4a, 4b)</p>	<p>Ch18</p> <p>Ch19</p>	<p>Read 3<sup>rd</sup> HBR article: What to Ask the Person in the Mirror and Discussion/Blog – <b>due Mar 7 at 11:59 pm</b> (2d, 3b, 3c, 3d, 3e, 3g, 4a, 4b, 4c)</p>
<p><b>Week 8</b></p> <p>Mar 8 – 14</p>	<p><b>Mid-Term Exam</b></p> <p>[Topics 1 through 14] Covering all material since beginning of course (1a, 1b, 2b, 2c, 2d, 2f, 2e, 3a, 3c, 3d, 3e, 3j, 3k, 4a, 4c)</p>		<p>Administrative Interview homework due – <b>due Mar 14 at 11:59 pm</b> (1a, 1b, 2a, 2d, 2e, 2f, 3b, 3c, 3d, 3e, 3f, 3g, 3k, 4a, 4c)</p>

<b>Week 9</b> Mar 15 - 21	<b>Topic 15</b> -Influencing and managing change (3e, 3g, 4a)  <b>Topic 16</b> -Leadership, professionalism and business etiquette (3e, 4a, 4b, 4c)	Ch20  Ch21 plus supplemental material	
<b>Week 10</b> Mar 22 – Mar 28	<b>Topic 17</b> - Motivation and Morale (3e, 4a, 4b, 4c)  <b>Topic 18</b> – Discipline (3e, 4a, 4b, 4c)	Ch22 & 23  Ch. 24	<b>Leadership Review Paper – due Mar 28 at 11:59 pm</b> (2d, 3b, 3c, 3d, 3e, 3g, 4a, 4b, 4c)
<b>Week 11</b> Mar 29 – Apr 4	<b>Topic 19</b> -- Legal and ethical aspects of health care administration (1c, 2a, 2b, 2c, 2d, 2e, 2f)  <b>Topic 20</b> - Accreditation and Regulatory compliance (2e, 2f, 3j)	Ch6 and supplemental material	<b>Quiz four</b> <b>Topics 13,14,15,16,17 – due Apr 4 at 11:59 pm</b> (1a, 2a, 2b, 2c, 2d, 2e, 2f, 3e, 3g, 4a, 4b, 4c)
<b>Week 12</b> Apr 5 - 11	<b>Topic 21</b> -- Decision making (4a, 4c)	Ch3	<b>Scenario analysis presentation or paper – due Apr 11 at 11:59 pm</b> (1a, 1b, 2b, 2c, 2d, 2f, 2e, 3a, 3c, 3d, 3e, 3j, 3k, 4a, 4c)
<b>Week 13</b> Apr 12 - 18	<b>Topic 22</b> - Fundamentals of Control and Control Function (3h)  <b>Topic 23</b> - Budgets and financial reports (3h, 3i)	Ch25  Ch26 plus supplemental material	<b>Quiz five -- Topics 18,19,20,21 – due Apr 18 at 11:59 pm</b> (2e, 2f, 3j, 4a, 4c)
<b>Week 14</b> Apr 19 – 25  <b>FINAL EXAM</b>	<b>Topic 24</b> -- Basics of healthcare reimbursement (1d)  <b>Topic 26</b> – Customer Satisfaction  <b>Covering all material since mid-term examination</b>  <b>The Final Exam can be taken anytime within the date range</b>		<b>Final Class Discussion/Blog – due Apr 25 at 11:59 pm</b> (1d, 3h, 3i)  <b>Final exam – due May 4 at 11:59 pm</b> (1c, 1d, 3g, 3h, 3i, 4a, 4b, 4c)

**COURSE REQUIREMENTS:****1. Quizzes and examinations**

Quizzes and examinations are accessed in D2L under the “assessments” tab. Each quiz and exam is listed on your syllabus, as well as the D2L calendar.

**Quizzes:**

Several announced quizzes will be administered throughout the semester. They will be brief (10-15 questions) and consist of multiple choice, true/false, fill-in-the blank and short answer questions. The intent is to reinforce your cumulative course knowledge and serve as a study guide for the mid- term and final examinations. If you stay current with the progression of the course you should not find the quizzes difficult. Quizzes will be given at the beginning of the class period on dates indicated on pages 10 – 12 below. Your quiz score average will represent 20% of the final course grade.

**Examinations:**

There will be two examinations during the semester, a mid-term exam and a final examination. They will be approximately one hour long and will be administered on dates indicated on pages 9-11 below. Each exam represents 20% of your final course grade – the average representing 40% of the final course grade. The midterm examination will include all material/topics from the first half of the course. The final examination will cover only material following the mid-term test.

**Policy about Make up QUIZZES and EXAMINATIONS:**

Quizzes and exams are administered online, and are available for a specified date-range. If a quiz or exam is missed during this date range, it cannot be made up. Several days are given for each quiz and exam, which should provide ample time to complete them.

**2. Scenario analysis presentation or paper****Turn in either a file, or a link to a YouTube video in the dropbox in D2L**

During the course you will be assigned a case scenario. Your job will be to analyze, assess and develop a proposed course of action to the issues presented in the scenario utilizing the appropriate knowledge you have gained during the course. You will give a 10-minute presentation on the case scenario utilizing power point, or you may write a 3 page paper in APA format detailing your response to the problem. If you choose the presentation option, you will narrate the slides within the power point presentation, or you may use a screencast software. The purpose of this assignment is for you to apply and exhibit your critical thinking and problem-solving skills as you analyze, recognize and address various administrative and/or managerial concerns relevant to the scenario. You may choose either option to complete this assignment.

**Another important tip:** If your solution(s) require financial expenditure be sure to include a financial pro forma explaining the cost/benefit of your proposed solution(s). Be sure you describe where the money is going to come from to implement your proposals. This will likely be the first question your CEO or board will ask. The proper method for doing this is called a **Cost/ Benefit Analysis**. If you have not encountered this before, do a little research on how to use the methodology- see information on D2:/Content or go to : [http://www.mindtools.com/pages/article/newTED\\_08.htm](http://www.mindtools.com/pages/article/newTED_08.htm)

**Format criteria for your scenario analysis presentations:**

- **You are to assume the role of the manager/administrator in each scenario**
- You will do your presentation via power point using narration techniques. The presentation must be at least 10 minutes long. Do not spend too much time on background information.
- **Turn in your power point or paper via a discussion thread that will be provided.**

**Grading criteria for your scenario analysis presentation:**

- View grading rubric on page 12 of the syllabus
- “Problem is clearly and succinctly described including relevant background information (the scenario is not simply restated, but administrative issues are identified and recognized)” – this means that you are not simply restating the written case scenario. That will be given by the instructor before the presentations. I am looking for your ability to identify the issues, what implications they could have on the organization and the persons involved. Dig deeper on these issues.
- “Administrative response is detailed and appropriate” – Here I am looking for you to detail what you as a team would do as the administrator or manager. Again, detail how you would accomplish this and what possible implications it could have. This portion carries the most weight in the grading rubric.

**Recording a video:** If you choose the presentation method, you have several options for recording your case scenario presentation. You may choose to utilize a screencast software, or to record a voice over PowerPoint. To do this you must have a microphone for your computer, if one is not already built in. To record voice over PowerPoint, go to the “insert” tab, go to “audio”, and click on “record audio”. For more information, please see the following video: <https://www.youtube.com/watch?v=QZp3jumnWUg>

Your video will likely be too large to upload into the dropbox, therefore you will need to upload your video to YouTube, and place the link to your video in the dropbox. Here is a helpful video on uploading your PowerPoint presentation with audio onto YouTube. Note: Be sure to make the link public, or I will not be able to view it.

<https://www.youtube.com/watch?v=Y7OfEOWCvu0>

### 3. Interview a health services administrator or manager Turn in to the dropbox in D2L

This assignment will require you to identify, contact and interview a health services administrator or management level professional in the healthcare field. This interview would best be conducted face-to-face and should not require more than about an hour of your interviewee's time. Your objective is to identify the following:

*I am a undergraduate student at ETSU and am completing an introductory course in health services administration. One of my course assignments is to interview a health services administrative professional with the objective of helping me gain an understanding of this career path.*

Your creative opportunity through this assignment is to think about this before you make contact and develop five to ten relevant questions you would like to pose and have answered. BE SPECIFIC and use your questions to "guide" the interview. **DO NOT** ask broad, open ended questions such as "What does a health services administrator do?"

**Documenting your interview:** You will then prepare a written summary (two pages) of your interview experience. The format may be either essay (descriptive) or a "dialog" (Q/A) format. Pay attention to the quality and accuracy of your writing.

### 4. Harvard Business Review Articles Paper Turn in to the dropbox in D2L

A major theme and component of this course is leadership training. With this in mind, periodically throughout the course you will be assigned to read an article from the Harvard Business Review about leadership. With one of these assignments, you will be required to write a 2 page **Leadership Review paper** about the leadership aspects of the article, what you thought about it, what concepts you agree and disagree with, and how you may use these principles and concepts in your future (or current) professional life. The rubric/grading criterion for this paper is found on page 11 of the syllabus and you will turn it in with the paper.

### 5. Classroom Discussion Participation/Attendance

Periodically throughout the course there will be classroom discussions that will take place under the communication tab in the "Course Blog Site." Be sure to check the syllabus for the weeks that there will be a discussion. Read the necessary material and be prepared to answer the questions. Answering these questions and viewing all of the lectures constitutes attendance and participation in the course. This component makes up 10% of your final grade.



**COURSE GRADING METHODOLOGY::**

Leadership Review Paper	10%
Scenario Analysis Presentation	10%
Homework/ interview a health services manager	10%
Quizzes (average of all quiz grades)	20%
Examinations (average of midterm and final)	40%
Class Discussions/Attendance	10%

**Course Grading Scale:**

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= <68
I= Incomplete (discuss with instructor)		

**INSTRUCTOR AVAILABILITY AND RESPONSE TIME:**

Your instructor will attempt to assess completed assignments and post grades to D2L within seven calendar days following the assignment due date. Response time to student e-mail and/or phone messages will be within two working days. Face-to- Face meetings can be arranged by appointment.

**MENTAL HEALTH:**

Students often have questions about mental health resources, whether for them- selves or a friend or family member. There are many resources available on the ETSU Campus, including: ETSU Counseling Center (423) 439-4841; ETSU Behavioral Health & Wellness Clinic (423) 439-7777; ETSU Community Counseling Clinic: (423) 439-4187.

- If you or a friend are in immediate crisis, call 911.
- Available 24 hours per day is the National Suicide Prevention Lifeline: 1-800-273-TALK (8255).

**STATEMENT ABOUT ACADEMIC INTEGRITY****Your Role in Preventing Academic Misconduct (REQUIRED STATEMENT ON ALL SYLLABI)**

Not only in this course, but in your entire university experience, you are expected to practice the highest standards of academic integrity. Plagiarism, cheating, fabrication, and other forms of academic dishonesty are prohibited. Plagiarism is using, borrowing, or stealing someone else's words or ideas without giving credit to the source. This includes copying definitions and sentences from textbooks, periodicals, other student's papers, the internet, or any other resource. Cheating can take many forms, including the use of unauthorized materials, information, or study



aids on assignments or tests. It also includes collaborating with others on exercises not designated as group assignments. Fabrication involves the intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Committing any of these or similar acts, or helping others to do so, will result in disciplinary sanctions. For more information consult the sections on “Academic Misconduct” in Spectrum, the ETSU Student Handbook, and the ETSU Honor Code (below).

#### **ETSU HONOR CODE (REQUIRED STATEMENT ON ALL SYLLABI)**

East Tennessee State University is committed to developing the intellect and moral character of its students. To that end, all instances of plagiarism, cheating, and other forms of academic misconduct shall be punished in accord with Tennessee Board of Regents Policy. Any knowledge of conduct of this nature should be reported to the proper authorities. Not reporting instances of academic misconduct represents a fundamental break with honor code policy, and although this offense is not punishable, reflects a callous disregard for yourself, your classmates, and your professors. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic misconduct offense, the penalty is permanent expulsion.

#### **STUDENT PROCEDURES FOR SPECIAL SERVICES (REQUIRED ON SYLLABI)**

East Tennessee State University is committed to the goal of integrating students with disabilities into the campus community to the fullest extent possible. Services include arrangements for access, accommodations, and instruction and provision of a variety of support services designed to enable the student to take full advantage of the University’s programs.

It is the responsibility of the disabled student (physical or learning), following self identification, notification of the Executive Associate Dean for Academic and Faculty Affairs and filing of documentation with the ADA representative on the ETSU campus, to notify the course director at the beginning of the semester or clerkship. If there is any student in the class who needs test taking or note taking accommodations, the student should discuss this with the course or clerkship director. Every effort will be made to provide appropriate accommodations. Students preferring to participate in class without accommodations are advised to inform the course director of the specific nature of the disability at the beginning of the semester and/or clerkship in the event that accommodations are needed as the semester progresses.

#### **INCLEMENT WEATHER POLICY (REQUIRED STATEMENT ON ALL SYLLABI)**

The official radio station for reporting the status of classes and other activities of East Tennessee State University during inclement weather is WETS-FM 89.5. All students are to govern themselves according to the status as reported by this station for the University.

**NON-DISCRIMINATION POLICY**

East Tennessee State University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Special Assistant to the President for Equity and Diversity and Title IX Coordinator and may be contacted at: 206 Burgin E. Dossett Hall, Johnson City, TN 37614, 423-439-4211, [equity@etsu.edu](mailto:equity@etsu.edu) or via this webpage: <http://www.etsu.edu/equity/compliance.aspx>. Additionally, the Title IX Coordinator is designated to monitor and oversee Title IX complaints.

**UNIVERSITY CAREER SERVICES**

All undergraduate and graduate students are encouraged to make use of the University Career Services, located on the 2<sup>nd</sup> floor of the Culp Center, behind the bookstore. Staff employed by the center are professionally trained to assist with career planning, job search skills and resume writing. Contact information for the University Career Services staff may be found at <http://www.etsu.edu/students/careers/default.aspx>. You may wish to take advantage of a skill building workshop or to schedule an appointment with them for one-on-one advice. This is a valuable university resource that you should use.

**Grading Rubric for Leadership Paper and Administrator Interview**

	<u>Point value</u>	Good	OK	Needs Work	<u>Points earned</u>
Introduction & Executive Summary	5				
Organization	10				
Conclusion	5				
Grammar & Punctuation	10				
Topics & Questions Adequately Addressed	60				
Creativity and/or Appropriateness of Style to Format Selected	10				
Overall Total	100				

**Grading Rubric for Case Scenario Presentation/Paper**

	Target	Acceptable	Unacceptable	Absent	Point value	Points earned	Comments
Appropriate introductory remarks made					10		
Problem is clearly and succinctly described including relevant background information (the scenario is not simply restated, but administrative issues are identified and recognized)					15		
Administrative response is detailed and appropriate					25		
Conclusive remarks made – statement of how problem was solved or process was improved					20		
Appropriate use of overheads <u>or</u> APA style for papers					10		
Appropriate presentation demeanor (narration flowed well) <u>or</u> proper grammar for papers					10		
Meets 10-minute limit <u>or</u> 3 page limit for papers					10		
Total					100		