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**NURSING HOME ADMINISTRATORS EXAMINING BOARD**  
**Room 121C, 1400 East Washington Avenue, Madison**  
**Contact: Tom Ryan (608) 266-2112**  
**August 21, 2014**

*The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a record of the actions of the Board.*

**AGENDA**

**9:30 A.M.**

**OPEN SESSION – CALL TO ORDER – ROLL CALL**

- A) Adoption of Agenda (1-3)**
- B) Approval of Minutes of May 22, 2014 (4-8)**
- C) Department Update and Q&A: Secretary Dave Ross (9)**
- D) Administrative Updates**
  - 1) Staff Updates
  - 2) Appointments/Reappointments/Confirmations
    - a) Lori Koepfel – Appointment **(10-11)**
    - b) Timothy Conroy – Reappointment **(12)**
- E) American College of Health Care Administrators (ACHCA) Code of Ethics – Discussion and Consideration (13-15)**
- F) Legislative/Administrative Rule Matters**
  - 1) 165-NHA 2, 3, 4 Entrance to Exams Scope **(16-18)**
- G) Speaking Engagement(s), Travel, or Public Relations Request(s) – Discussion and Consideration**
  - 1) NAB Meeting on November 12-14, 2014 in San Francisco, CA **(19-20)**
- H) DLSC Paperless Screening Panel Initiative – APPEARANCE – DSPS Staff (21-27)**
- I) Education and Examination Matters**
  - 1) **APPEARANCE** – Ryan Zeinert – DSPS Staff
    - a) Bryant & Stratton Education Program Approval Discussion **(28-197)**
    - b) Update of State Exam Item Review **(198-199)**
- J) Items Added After Preparation of Agenda:**

- 1) Introductions, Announcements and Recognition
- 2) Administrative Updates
- 3) Education and Examination Matters
- 4) Credentialing Matters
- 5) Practice Matters
- 6) Legislation/Administrative Rule Matters
- 7) Liaison Report(s)
- 8) Informational Item(s)
- 9) Disciplinary Matters
- 10) Presentations of Petition(s) for Summary Suspension
- 11) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s)
- 12) Presentation of Proposed Decisions
- 13) Presentation of Interim Order(s)
- 14) Petitions for Re-Hearing
- 15) Petitions for Assessments
- 16) Petitions to Vacate Order(s)
- 17) Petitions for Designation of Hearing Examiner
- 18) Requests for Disciplinary Proceeding Presentations
- 19) Motions
- 20) Petitions
- 21) Appearances from Requests Received or Renewed
- 22) Speaking Engagement(s), Travel, or Public Relation Request(s)

K) Public Comments

**CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85 (1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.).**

L) **Case Status Report (200)**

M) **Case Closing(s)**

- 1) 13 NHA 025 – A.R.K. **(201-205)**

N) Deliberation of Items Added After Preparation of the Agenda

- 1) Education and Examination Matters
- 2) Credentialing Matters
- 3) Disciplinary Matters
- 4) Monitoring Matters
- 5) Professional Assistance Procedure (PAP) Matters
- 6) Petition(s) for Summary Suspensions
- 7) Proposed Stipulations, Final Decisions and Orders
- 8) Administrative Warnings
- 9) Proposed Decisions
- 10) Matters Relating to Costs
- 11) Case Closings
- 12) Case Status Report
- 13) Petition(s) for Extension of Time
- 14) Proposed Interim Orders
- 15) Petitions for Assessments and Evaluations
- 16) Petitions to Vacate Orders

- 17) Remedial Education Cases
- 18) Motions
- 19) Petitions for Re-Hearing
- 20) Appearances from Requests Received or Renewed

O) Consulting with Legal Counsel

**RECONVENE TO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION**

P) Open Session Items Noticed Above not Completed in the Initial Open Session

Q) Vote on Items Considered or Deliberated Upon in Closed Session, if Voting is Appropriate

**ADJOURNMENT**

**NURSING HOME ADMINISTRATORS EXAMINING BOARD  
MEETING MINUTES  
May 22, 2014**

**PRESENT:** Kenneth Arneson; Stefanie Carton; Timothy Conroy; Charles Hawkins; Earlene Ronk; Patrick Shaughnessy

**PRESENT VIA GOTOMEETING:** Loreli Dickinson

**ABSENT:** Susan Kinast-Porter; Paul Peshek

**STAFF:** Tom Ryan, Executive Director; Gretchen Mrozinski, Legal Counsel; Daniel Agne, Bureau Assistant; and other Department staff

**CALL TO ORDER**

Kenneth Arneson, Vice Chair, called the meeting to order at 9:36 A.M. A quorum of seven (7) members was confirmed.

**ADOPTION OF AGENDA**

**MOTION:** Earlene Ronk moved, seconded by Stefanie Carton, to adopt the agenda as published. Motion carried unanimously.

**APPROVAL OF MINUTES**

**MOTION:** Earlene Ronk moved, seconded by Timothy Conroy, to approve the minutes of November 7, 2013 as published. Motion carried unanimously.

**ADMINISTRATIVE UPDATES**

**ELECTION OF OFFICERS**

**BOARD CHAIR**

**NOMINATION:** Earlene Ronk nominated Kenneth Arneson for the Office of Board Chair. Nomination carried.

Tom Ryan called for other nominations three (3) times.

Kenneth Arneson was elected as Board Chair.

**VICE CHAIR**

**NOMINATION:** Kenneth Arneson nominated Timothy Conroy for the Office of Vice Chair. Nomination carried.

Tom Ryan called for other nominations three (3) times.

Timothy Conroy was elected as Vice Chair.

**SECRETARY**

**NOMINATION:** Charles Hawkins nominated himself for the Office of Secretary.  
Nomination carried.

Tom Ryan called for other nominations three (3) times.

Charles Hawkins was elected as Secretary.

<b>2014 ELECTION RESULTS</b>	
<b>Board Chair</b>	Kenneth Arneson
<b>Vice Chair</b>	Timothy Conroy
<b>Secretary</b>	Charles Hawkins

**APPOINTMENT OF LIAISONS, ALTERNATES, AND DELEGATES**

**MOTION:** Timothy Conroy moved, seconded by Patrick Shaughnessy, to approve the following appointments made by the Chair:

- a) **Credentialing Liaison:** Patrick Shaughnessy;  
(Stefanie Carton as the Alternate)
- b) **Monitoring Liaison:** Timothy Conroy;  
(Kenneth Arneson as the Alternate)
- c) **Education & Exams Liaison:** Charles Hawkins;  
(Patrick Shaughnessy as the Alternate)
- d) **Legislative Liaison:** Stefanie Carton;  
(Charles Hawkins as the Alternate)
- e) **Travel Liaison:** Kenneth Arneson;  
(Timothy Conroy as the Alternate)
- f) **Professional Assistance Procedure (PAP) Liaison:** Timothy Conroy  
(Kenneth Arneson as the Alternate)
- g) **Rules Liaison:** Stefanie Carton;  
(Charles Hawkins as the Alternate)
- h) **Website Liaison:** Patrick Shaughnessy;  
(Stefanie Carton as the Alternate)
- i) **Screening Panel** Kenneth Arneson; Patrick Shaughnessy;  
(Timothy Conroy as the Alternate)

Motion carried unanimously.

## **DELEGATED AUTHORITY MOTIONS**

**MOTION:** Earlene Ronk moved, seconded by Patrick Shaughnessy, that the Board delegates authority to the Chair (or order of succession) to sign documents on behalf of the Board. In order to carry out duties of the Board, the Chair has the ability to delegate this signature authority for purposes of facilitating the completion of assignments during or between meetings. The Chair delegates the authority to a Department representative to sign the name of the Chair (or order of succession), or any and all Board members, on documents as necessary. Motion carried unanimously.

**MOTION:** Patrick Shaughnessy moved, seconded by Stefanie Carton, that, in order to facilitate the completion of assignments between meetings, the Board delegates its authority by order of succession to the Chair, highest ranking officer, or longest serving member of the Board, to appoint liaisons to the Department to act in urgent matters and to act when knowledge or experience in the profession is required to carry out the duties of the Board in accordance with the law. Motion carried unanimously.

**MOTION:** Charles Hawkins moved, seconded by Patrick Shaughnessy, to adopt the Roles and Authorities Delegated to the Monitoring Liaison and Department Monitor document as presented in today's agenda packet. Motion carried unanimously.

### **LEGISLATIVE/ADMINISTRATIVE RULE MATTERS:**

#### **2013 WISCONSIN ACT 114 JOB READINESS INITIATIVE – DISCUSSION OF CHANGES TO NHA 2**

**MOTION:** Patrick Shaughnessy moved, seconded by Stefanie Carton, to request DSPS staff draft a Scope Statement revising Wis. Admin. Code ch. NHA 2, relating to Application for Examination, and to designate Stefanie Carton to approve the Scope Statement for submission to the Governor's Office. Motion carried unanimously.

### **EDUCATION AND EXAMINATION MATTERS**

#### **NHA STATE EXAM ITEM REVIEW DISCUSSION**

**MOTION:** Stefanie Carton moved, seconded by Patrick Shaughnessy, to designate Charles Hawkins and Timothy Conroy to work with Department staff to review and approve NHA State Exam items. Motion carried unanimously.

### **REVIEW AND APPROVAL/DENIAL OF NHA EDUCATIONAL PROGRAM**

**MOTION:** Earlene Ronk moved, seconded by Stefanie Carton, to request Department staff obtain additional information from Bryant & Stratton College regarding their request for approval of the Health Services Administration Bachelors program, including specific required coursework and syllabi, internship process, practicum sites, faculty credentials, and other information as necessary. Motion carried unanimously.

**SPEAKING ENGAGEMENT(S), TRAVEL, OR PUBLIC RELATION REQUEST(S)**

**NATIONAL ASSOCIATION OF LONG TERM CARE ADMINISTRATOR BOARDS 2014  
ANNUAL MEETING, JUNE 4-6, 2014 – CONSIDER ATTENDANCE, DESIGNATE  
DELEGATE AND ALTERNATE**

**MOTION:** Earlene Ronk moved, seconded by Stefanie Carton, to designate Tom Ryan, Executive Director, or his designee, as available and at the discretion of the Executive Director, to attend part or all of the National Association of Long Term Care Administrator Boards 2014 Annual Meeting as the Board's delegate, on June 4-6, 2014, in Louisville, Kentucky, and to authorize travel. Motion carried unanimously.

**CLOSED SESSION**

**MOTION:** Timothy Conroy moved, seconded by Earlene Ronk, to convene to Closed Session to deliberate on cases following hearing (§ 19.85(1) (a), Stats.); to consider licensure or certification of individuals (§ 19.85 (1) (b), Stats.); to consider closing disciplinary investigations with administrative warnings (§ 19.85 (1) (b), Stats. and § 440.205, Stats.); to consider individual histories or disciplinary data (§ 19.85 (1) (f), Stats.); and to confer with legal counsel (§ 19.85 (1) (g), Stats.). The Chair read the language of the motion aloud for the record. The vote of each member was ascertained by voice vote. Roll Call Vote: Kenneth Arneson - yes; Stefanie Carton - yes; Timothy Conroy - yes; Loreli Dickinson - yes; Charles Hawkins - yes; Earlene Ronk - yes; Patrick Shaughnessy - yes. Motion carried unanimously.

The Board convened into Closed Session at 10:50 A.M.

**RECONVENE TO OPEN SESSION**

**MOTION:** Earlene Ronk moved, seconded by Charles Hawkins, to reconvene in Open Session at 11:28 A.M. Motion carried unanimously.

**PROPOSED STIPULATIONS, FINAL DECISIONS AND ORDERS**

**12 NHA 047**

**CATHERINE A. KRENTZ, N.H.A.**

**MOTION:** Patrick Shaughnessy moved, seconded by Charles Hawkins, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order, in the matter of 12 NHA 047 - Catherine A. Krentz, N.H.A. Motion carried unanimously.

**13 NHA 041**

**ROLF F. DONHOWE, N.H.A.**

**MOTION:** Charles Hawkins moved, seconded by Stefanie Carton, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order, in the matter of 13 NHA 041 - Rolf F. Donhowe, N.H.A.. Motion carried unanimously.

## CASE CLOSINGS

**MOTION:** Earlene Ronk moved, seconded by Patrick Shaughnessy, to close the following cases according to the recommendations by the Division of Legal Services and Compliance:

- 1) 12 NHA 021 (C.K.) for prosecutorial discretion (P2)
- 2) 12 NHA 026 (C.K.) for insufficient evidence (IE)
- 3) 12 NHA 027 (C.K.) for prosecutorial discretion (P2)
- 4) 12 NHA 034 (M.R.M.) for prosecutorial discretion (P2)
- 5) 13 NHA 009 (G.S.B.) for no violation (NV)
- 6) 13 NHA 021 (J.L.S.) for prosecutorial discretion (P2)
- 7) 13 NHA 023 (C.R.G.) for prosecutorial discretion (P2)

Motion carried unanimously.

## VOTE ON ITEMS CONSIDERED OR DELIBERATED UPON IN CLOSED SESSION, IF VOTING IS APPROPRIATE

**MOTION:** Stefanie Carton moved, seconded by Timothy Conroy, to affirm all Motions made and Votes taken in Closed Session. Motion carried unanimously.

## RATIFICATION OF LICENSES AND CERTIFICATES

**MOTION:** Charles Hawkins moved, seconded by Patrick Shaughnessy, to delegate ratification of examination results to DSPS staff and to ratify all licenses and certificates as issued. Motion carried unanimously.

## ADJOURNMENT

**MOTION:** Earlene Ronk moved, seconded by Patrick Shaughnessy, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 11:30 A.M.

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

<b>1) Name and Title of Person Submitting the Request:</b> <b>Jelena Gagula, Bureau Assistant</b> <b>On behalf of</b> <b>Tom Ryan, Executive Director</b>		<b>2) Date When Request Submitted:</b> <b>8/11/14</b> <small>Items will be considered late if submitted after 4:30 p.m. and less than:</small> <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
<b>3) Name of Board, Committee, Council, Sections:</b> <b>Nursing Home Administrators Examining Board</b>			
<b>4) Meeting Date:</b> <b>8/21/14</b>	<b>5) Attachments:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>6) How should the item be titled on the agenda page?</b> <b>APPEARANCE – Department Secretary Dave Ross</b>	
<b>7) Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	<b>8) Is an appearance before the Board being scheduled? If yes, who is appearing?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>9) Name of Case Advisor(s), if required:</b> N/A	
<b>10) Describe the issue and action that should be addressed:</b>  <b>Secretary Ross would like to address the Board and provide the opportunity for a Q&amp; A session.</b>			
<b>11) Authorization</b>			
Jelena Gagula <small>Signature of person making this request</small>		 <small>Date</small>	
Supervisor (if required)		 <small>Date</small>	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) <small>Date</small>			
<b>Directions for including supporting documents:</b> 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:		2) Date When Request Submitted:  7/28/14	
		Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> <li>▪ 10 work days before the meeting for Medical Board</li> <li>▪ 14 work days before the meeting for all others</li> </ul>	
3) Name of Board, Committee, Council, Sections:  Nursing Home Administrator Examining Board			
4) Meeting Date:  8/21/14	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page?  Appointments and Re-appointments	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing?	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:  Information Items.			
11) Authorization			
Signature of person making this request			Date
Supervisor (if required)			Date
Bureau Director signature (indicates approval to add post agenda deadline item to agenda)			Date



**SCOTT WALKER**  
**OFFICE OF THE GOVERNOR**  
**STATE OF WISCONSIN**

P.O. Box 7863  
MADISON, WI 53707

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**GOVERNOR'S APPOINTMENT**

**NAME:** Ms. Lori Koepfel

**MAILING ADDRESS:** [REDACTED]

**E-MAIL ADDRESS:** [REDACTED]

**RESIDES IN:** Birnamwood, WI

**TELEPHONE:** [REDACTED]

**OCCUPATION:** RN, NHA  
Catalyst Health, LLC

**APPOINTED TO:** Nursing Home Administrator Examining  
Board  
Nurse

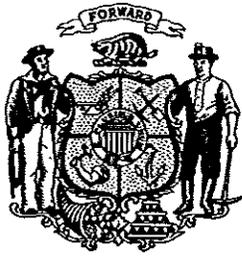
**TERM:** A term to expire July 1, 2015

**SUCCEEDS:** Ms. Mary K Lease

**SENATE CONFIRMATION:** Required

**DATE OF APPOINTMENT:** July 23, 2014

**DATE OF NOMINATION:** July 23, 2014



**SCOTT WALKER**  
**OFFICE OF THE GOVERNOR**  
**STATE OF WISCONSIN**

P.O. Box 7863  
MADISON, WI 53707

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**GOVERNOR'S APPOINTMENT**

**NAME:** Mr. Timothy Conroy

**MAILING ADDRESS:** [REDACTED]

**E-MAIL ADDRESS:** [REDACTED]

**RESIDES IN:** Madison, WI

**TELEPHONE:** [REDACTED]

**OCCUPATION:** Executive Director of Capitol Lakes  
Pacific Retirement Services

**APPOINTED TO:** Nursing Home Administrator Examining  
Board  
Nursing Home Administrator 3

**TERM:** A term to expire July 1, 2018

**SUCCEEDS:** Himself

**SENATE CONFIRMATION:** Required

**DATE OF APPOINTMENT:** July 23, 2014

**DATE OF NOMINATION:** July 23, 2014

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  Daniel Agne, Bureau Assistant On behalf of Tom Ryan, Executive Director		2) Date When Request Submitted:  6/6/14 Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting for paperless boards									
3) Name of Board, Committee, Council, Sections:  Nursing Home Administrators Examining Board											
4) Meeting Date:  8/21/14	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? American College of Health Care Administrators (ACHCA) Code of Ethics - Discussion and Consideration									
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled?  <input type="checkbox"/> Yes ( <a href="#">Fill out Board Appearance Request</a> ) <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:									
10) Describe the issue and action that should be addressed:  The Board will review and discuss the updated ACHA Code of Ethics on the following pages.											
11) Authorization											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border-bottom: 1px solid black;"><b>Daniel Agne</b></td> <td style="width: 30%; border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Signature of person making this request</td> <td style="border-bottom: 1px solid black;">Date</td> </tr> <tr> <td style="border-bottom: 1px solid black;">Supervisor (if required)</td> <td style="border-bottom: 1px solid black;">Date</td> </tr> <tr> <td colspan="2" style="border-bottom: 1px solid black;">Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date</td> </tr> </table>				<b>Daniel Agne</b>		Signature of person making this request	Date	Supervisor (if required)	Date	Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date	
<b>Daniel Agne</b>											
Signature of person making this request	Date										
Supervisor (if required)	Date										
Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date											
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.											

ACHCA BOARD OF DIRECTORS  
2014 - 2015

May 22, 2014

Marianna Kern Grachek  
CNHA, CALA, FACHCA  
President & CEO

Randy Lindner  
President & CEO

National Association of Long Term Care Administrator Boards (NAB)  
1444 I Street, NW  
Washington, DC 20005

Michael A. Hotz  
CNHA, FACHCA  
Chair  
Bloomington, NJ

Mr. Lindner:

Roxanne L. Galloway  
CNHA, CALA, CAS, FACHCA  
Immediate Past Chair  
Newnan, GA

On April 5, 2014, the Board of Directors of the American College of Health Care Administrators (ACHCA) approved enhancements of defined expectations of the *ACHCA Code of Ethics* for long term care administrators to include enhanced discrimination language reflective of current federal requirements and reference that addresses personal conduct as an administrator, beyond professional responsibilities. Please note the following approved revisions:

Daniel E. Shields  
CNHA, FACHCA  
Vice Chair  
Steamboat Springs, CO

**Expectation I, Prescription:**

- *Perform administrative duties with the personal integrity that will earn the confidence, trust, and respect of the general public. Take appropriate steps to avoid discrimination on basis of race, color, religion, sex, pregnancy, **sexual orientation, citizenship status, national origin, age, physical or mental disability, past, present or future status in the U.S. uniformed services, genetics or any other characteristic protected under applicable law.***

Molly Savard,  
CNHA, FACHCA  
Secretary/Treasurer  
Meriden, CT

**Expectation II**

- *Individuals shall maintain high standards of professional competence **and personal conduct.***
- **Added prescription:** *Demonstrate conduct that is in the best interest of the profession.*
- **Added proscription:** *Conduct themselves in a manner detrimental to the best interest of the profession.*

Cydney M. Bare,  
CNHA, FACHCA  
Westlake, OH

Sharon K. Colling  
CNHA, CALA, FACHCA  
Waverly, NE

Toni Lynn Davis,  
CNHA, FACHCA  
West Orange, NJ

Stefan (Steve) Fromm  
CNHA, FACHCA  
Dalton, GA

It is our understanding that the NAB has adopted the *ACHCA Code of Ethics* as a resource for state boards and agencies that license long term care administrators. We ask that you update your reference materials with the revised version. We also request that you inform your state board and agencies so that they will have the current version of this document. The newly approved *ACHCA Code of Ethics* is attached and it is also found on the ACHCA web site.

Terri S. Golec, FACHCA  
Avon, CT

Please let me know if you have any questions.

Eric Hadley,  
CNHA, CALA, FACHCA  
Mount Pleasant, SC

I look forward to seeing you next month in Louisville!

Philip D. Jean  
CNHA, FACHCA  
Lewiston, ME



Robert W. Lane, FACHCA  
Oklahoma City, OK

Marianna K. Grachek, CNHA, CALA, FACHCA  
President & CEO  
American College of Health Care Administrators

Rudy L. Michalek, FACHCA  
Clearwater Beach, FL

Douglas Olson, PhD, FACHCA  
Eau Claire, WI

Ron M. Present  
CNHA, CALA, FACHCA  
Saint Louis, MO

Kenneth R. Reynolds  
CNHA, FACHCA  
Mayfield, KY

Theresa Sanderson,  
CNHA, FACHCA  
West Hartford, CT

## Code of Ethics



**PREAMBLE:** The preservation of the highest standards of integrity and ethical principles is vital to the successful discharge of the professional responsibilities of all long-term health care administrators. This Code of Ethics has been promulgated by the American College of Health Care Administrators (ACHCA) in an effort to stress the fundamental rules considered essential to this basic purpose. It shall be the obligation of members to seek to avoid not only conduct specifically proscribed by the code, but also conduct that is inconsistent with its spirit and purpose. Failure to specify any particular responsibility or practice in this Code of Ethics should not be construed as denial of the existence of other responsibilities or practices. Recognizing that the ultimate responsibility for applying standards and ethics falls upon the individual, the ACHCA establishes the following Code of Ethics to make clear its expectation of the membership.

### ***Expectation I***

**Individuals shall hold paramount the welfare of persons for whom care is provided.**

**PRESCRIPTIONS:** *The Health Care Administrator shall:*

- Strive to provide to all those entrusted to his or her care the highest quality of appropriate services possible in light of resources or other constraints.
- Operate the facility consistent with laws, regulations, and standards of practice recognized in the field of health care administration.
- Consistent with law and professional standards, protect the confidentiality of information regarding individual recipients of care.
- Perform administrative duties with the personal integrity that will earn the confidence, trust, and respect of the general public.
- Take appropriate steps to avoid discrimination on basis of race, color, religion, sex, pregnancy, sexual orientation, citizenship status, national origin, age, physical or mental disability, past, present or future status in the U.S. uniformed services, genetics or any other characteristic protected under applicable law.

**PROSCRIPTION:** *The Health Care Administrator shall not:*

- Disclose professional or personal information regarding recipients of service to unauthorized personnel unless required by law or to protect the public welfare.

### ***Expectation II***

**Individuals shall maintain high standards of professional competence and personal conduct.**

**PRESCRIPTIONS:** *The Health Care Administrator shall:*

- Possess and maintain the competencies necessary to effectively perform his or her responsibilities.
- Practice administration in accordance with capabilities and proficiencies and, when appropriate, seek counsel from qualified others.
- Actively strive to enhance knowledge of and expertise in long-term care administration through continuing education and professional development.
- Demonstrate conduct that is in the best interest of the profession.

**PROSCRIPTIONS:** *The Health Care Administrator shall not:*

- Misrepresent qualifications, education, experience, or affiliations.
- Provide services other than those for which he or she is prepared and qualified to perform.
- Conduct themselves in a manner detrimental to the best interest of the profession.

### ***Expectation III***

**Individuals shall strive, in all matters relating to their professional functions, to maintain a professional posture that places paramount the interests of the facility and its residents.**

**PRESCRIPTIONS:** *The Health Care Administrator shall:*

- Avoid partisanship and provide a forum for the fair resolution of any disputes which may arise in service delivery or facility management.
- Disclose to the governing body or other authority as may be appropriate, any actual or potential circumstance concerning him or her that might reasonably be thought to create a conflict of interest or have a substantial adverse impact on the facility or its residents.

**PROSCRIPTION:** *The Health Care Administrator shall not:*

- Participate in activities that reasonably may be thought to create a conflict of interest or have the potential to have a substantial adverse impact on the facility or its residents.

### ***Expectation IV***

**Individuals shall honor their responsibilities to the public, their profession, and their relationships with colleagues and members of related professions.**

**PRESCRIPTIONS:** *The Health Care Administrator shall:*

- Foster increased knowledge within the profession of health care administration and support research efforts toward this end.
- Participate with others in the community to plan for and provide a full range of health care services.
- Share areas of expertise with colleagues, students, and the general public to increase awareness and promote understanding of health care in general and the profession in particular.

• Inform the ACHCA Standards and Ethics Committee of actual or potential violations of this Code of Ethics, and fully cooperate with ACHCA's sanctioned inquiries into matters of professional conduct related to this Code of Ethics.

**PROSCRIPTION:** *The Health Care Administrator shall not:*

- Defend, support, or ignore unethical conduct perpetrated by colleagues, peers or students.

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Shawn Leatherwood</b>		2) Date When Request Submitted:  <b>July 15, 2014</b> <small>Items will be considered late if submitted after 12:00 p.m. and less than:          ■ 8 work days before the meeting</small>	
3) Name of Board, Committee, Council, Sections: <b>Nursing Home Administrator Examining Board</b>			
4) Meeting Date:  <b>August 21, 2014</b>	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page?  <b>2013 Wisconsin Act 114 Job Readiness Initiative</b>	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing?  <input type="checkbox"/> Yes by _____ (name)  <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:  N/A	
10) Describe the issue and action that should be addressed:  <p>The Board will discuss and approve of the scope statement on 165 NHA 2, 3, 4 relating to exam entrance requirements for submission to the Governor's office and publication and to authorize the Chair to approve the scope for implementation no less than 10 days after publication.</p>			
11) <b>Shawn Leatherwood</b> Signature of person making this request		Authorization  <b>July 15, 2014</b> Date	
Supervisor (if required)		Date	
Bureau Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

# STATEMENT OF SCOPE

## NURSING HOME ADMINISTRATOR EXAMINING BOARD

Rule No.: NHA 2,3,4

Relating to: Entrance to Examination

Rule Type: Permanent

**1. Finding/nature of emergency (Emergency Rule only):**

N/A

**2. Detailed description of the objective of the proposed rule:**

The objective of the proposed rule is to bring pertinent Wisconsin Administrative Code in line with recently passed legislation, 2013 Wisconsin Act 114.

**3. Description of the existing policies relevant to the rule, new policies proposed to be included in the rule, and an analysis of policy alternatives:**

2013 Wisconsin Act 114 mandated that the Department of Safety and Professional Services and its attached boards may no longer require applicants complete their postsecondary education before being eligible to take an examination for a credential. In accordance with Act 114, applicants for licensure as a nursing home administrator may take their credentialing examination before completing their postsecondary education. This change will impact Wis. Admin. Code s.NHA 2, 3, and 4.

The proposed rule will also provide clarity to the process of renewing a license after 5 years by updating provisions regarding licensure reinstatement. The term reinstatement will be defined as a new process by which a licensee whose license has been surrendered or revoked or has a license with unmet disciplinary requirements which has not been renewed within five years of the renewal date may apply to have their license reinstated with or without conditions.

**4. Detailed explanation of statutory authority for the rule (including the statutory citation and language):**

Section 15.08 (5) (b), Stats., provides examining boards, "shall promulgate rules for its own guidance and for the guidance of the trade or profession to which it pertains. . ." The proposed rule seeks to provide guidance to applicants regarding examination requirements for nursing home administrators.

Section 227.11 (2) (a), Stats., discusses the parameters of an agency's rule-making authority, stating an agency, "may promulgate rules interpreting provisions of any statute, enforced or administered by the agency, . . . but a rule is not valid if it exceeds the bounds of correct interpretation." This section allows an agency to promulgate administrative rules which interpret the statutes it enforces or administers as long as the proposed rule does not exceed proper interpretation of the statute.

Section 456.02 (1), Stats., is administered by the Nursing Home Administrator Examining Board and provides that the board shall, "[d]evelop, impose and enforce standards which must be met by individuals in order to receive license as a nursing home administrator, . . ." The proposed rule will provide guidance within the profession with regards to examination requirements for nursing home administrators.

Section 456.11 (1), Stats., "[t]he examining board may reinstate a license or registration to any person whose license or registration has been revoked. This subsection does not apply to a license or registration that is revoked under s. 440.12.

(2) Application for reinstatement of a license or registration shall not be made prior to one year after revocation and shall be made in such a manner as the examining board directs. This subsection does not apply to a license or registration that is revoked under s. 440.12.

**5. Estimate of amount of time that state employees will spend developing the rule and of other resources necessary to develop the rule:**

Staff will spend approximately 50 hours developing the proposed rule.

**6. List with description of all entities that may be affected by the proposed rule:**

Persons seeking licensure as a nursing home administrator will be affected by the proposed.

**7. Summary and preliminary comparison with any existing or proposed federal regulation that is intended to address the activities to be regulated by the proposed rule:**

None.

**8. Anticipated economic impact of implementing the rule (note if the rule is likely to have a significant economic impact on small businesses):**

This rule is likely to have minimal or no economic impact on small businesses.

**Contact Person:** Shawn Leatherwood at [Shancethea.L Leatherwood@wisconsin.gov](mailto:Shancethea.L Leatherwood@wisconsin.gov) or by telephone at 608-261-4438.

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date Submitted

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  Daniel Agne, Bureau Assistant On behalf of Tom Ryan, Executive Director		2) Date When Request Submitted:  6/6/14 Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting for paperless boards	
3) Name of Board, Committee, Council, Sections:  Nursing Home Administrators Examining Board			
4) Meeting Date:  8/21/14	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? NAB Meeting – November 12-14 – San Francisco, CA – Board Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled?  <input type="checkbox"/> Yes ( <a href="#">Fill out Board Appearance Request</a> ) <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:  The Board will review and consider sending a delegate to the NAB Meeting Nov 12-14 in San Francisco.			
11) Authorization			
<b>Daniel Agne</b> <hr/> Signature of person making this request <span style="float: right;">Date</span>  <hr/> Supervisor (if required) <span style="float: right;">Date</span>  <hr/> Executive Director signature (indicates approval to add post agenda deadline item to agenda) <span style="float: right;">Date</span>			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			



[◀ Back to Upcoming Events](#)

## NAB Mid-Year Meeting

Share/Print Page:

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**November 12 - November 14, 2014**

Our November Mid-Year Meetings bring together state licensing board members, board executives, members of academia, continuing education providers and subject-matter experts in long term care from across the country. We discuss strategic planning, professional practice analysis, exam development and other issues important to our profession.

Our 2014 Mid-Year Meeting will be held November 12-14 at the Hilton San Francisco Financial District. The brochure and registration details will be available in mid-August.

**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

<b>1) Name and Title of Person Submitting the Request:</b>  Matthew C. Niehaus, DSPS WebMaster		<b>2) Date When Request Submitted:</b>  05/16/14  Items will be considered late if submitted after 4:30 p.m. on the deadline date: <ul style="list-style-type: none"> <li>▪ 8 business days before the meeting for paperless boards</li> <li>▪ 14 business days before the meeting for all others</li> </ul>	
<b>3) Name of Board, Committee, Council, Sections:</b>  Nursing Home Administrators Examining Board			
<b>4) Meeting Date:</b>  08/21/14	<b>5) Attachments:</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>6) How should the item be titled on the agenda page?</b>  DLSC Paperless Screening Panel Initiative - APPEARANCE	
<b>7) Place Item in:</b> <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	<b>8) Is an appearance before the Board being scheduled?</b>  <input checked="" type="checkbox"/> Yes ( <a href="#">Fill out Board Appearance Request</a> ) <input type="checkbox"/> No	<b>9) Name of Case Advisor(s), if required:</b>	
<b>10) Describe the issue and action that should be addressed:</b>  Jane Brischke: Program & Policy Analyst – Advanced Cortney Keo: Records Management Supervisor Kelley Foster: Medical Examining Board Intake Specialist Matthew C. Niehaus: DSPS WebMaster  The above staff will be appearing before the Board to present the DLSC Paperless Screening Panel Initiative.			
<b>11) Authorization</b>			
 Signature of person making this request		05/16/14 Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

# **BOARD APPEARANCE REQUEST FORM**

## **Appearance Information**

**Board Name:** Nursing Home Administrators Examining Board

**Board Meeting Date:** 08/21/14

**Person Submitting Agenda Request:** Matthew C. Niehaus: DSPP WebMaster

### **Persons requesting an appearance:**

Jane Brischke: Program & Policy Analyst – Advanced

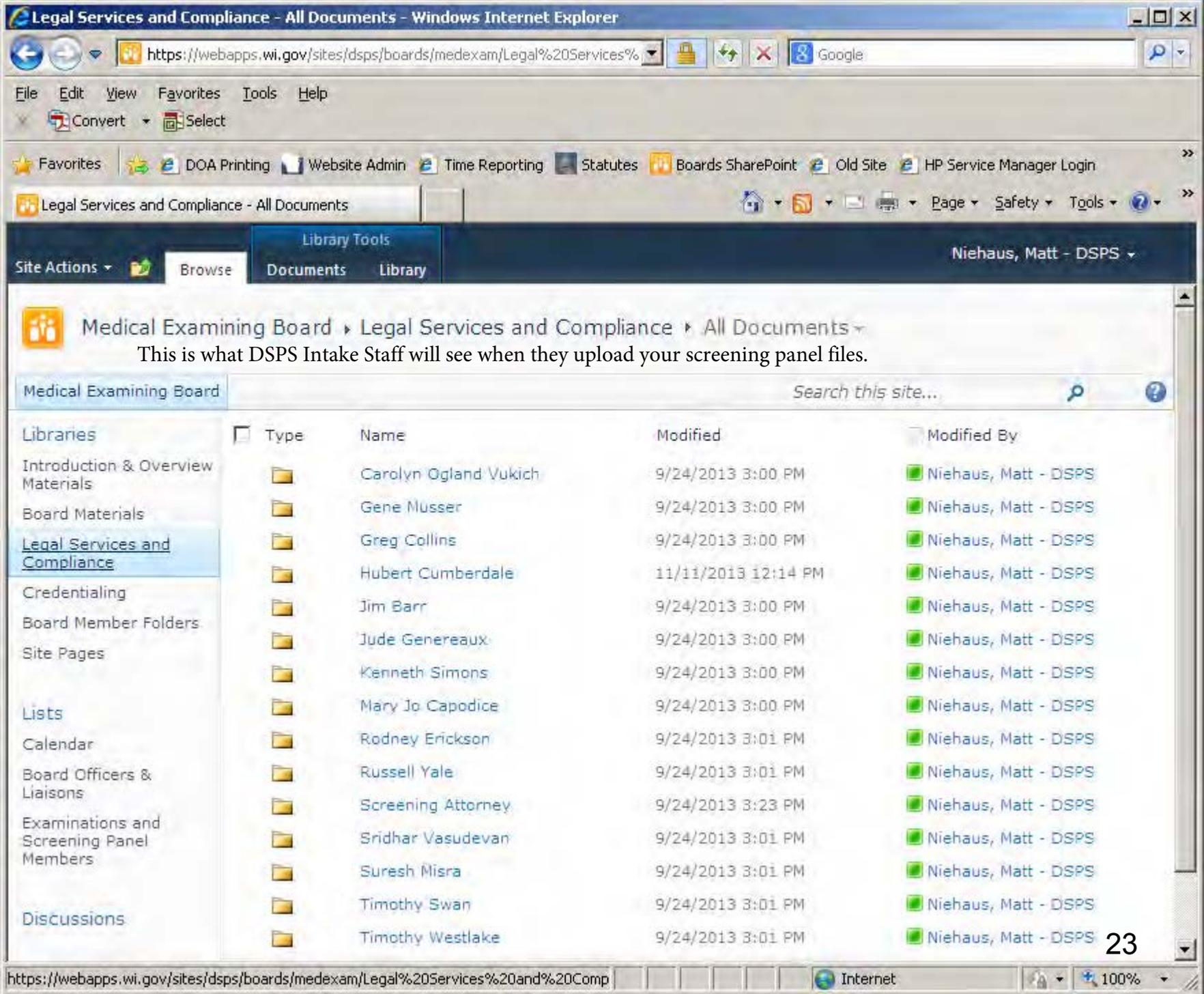
Cortney Keo: Records Management Supervisor

Kelley Foster: Medical Examining Board Intake Specialist

Matthew C. Niehaus: DSPP WebMaster

### **Reason for Appearance:**

The above DSPP staff are appearing before the Board to present the DLSC Paperless Screening Panel.



Medical Examining Board > Legal Services and Compliance > All Documents > This is what DSPS Intake Staff will see when they upload your screening panel files.

Medical Examining Board Search this site...

Libraries	Type	Name	Modified	Modified By
Introduction & Overview Materials	Folder	Carolyn Ogland Vukich	9/24/2013 3:00 PM	Niehaus, Matt - DSPS
Board Materials	Folder	Gene Nusser	9/24/2013 3:00 PM	Niehaus, Matt - DSPS
<b>Legal Services and Compliance</b>	Folder	Greg Collins	9/24/2013 3:00 PM	Niehaus, Matt - DSPS
	Folder	Hubert Cumberlanddale	11/11/2013 12:14 PM	Niehaus, Matt - DSPS
Credentialing	Folder	Jim Barr	9/24/2013 3:00 PM	Niehaus, Matt - DSPS
Board Member Folders	Folder	Jude Genereaux	9/24/2013 3:00 PM	Niehaus, Matt - DSPS
Site Pages	Folder	Kenneth Simons	9/24/2013 3:00 PM	Niehaus, Matt - DSPS
Lists	Folder	Mary Jo Capodice	9/24/2013 3:00 PM	Niehaus, Matt - DSPS
Calendar	Folder	Rodney Erickson	9/24/2013 3:01 PM	Niehaus, Matt - DSPS
Board Officers & Liaisons	Folder	Russell Yale	9/24/2013 3:01 PM	Niehaus, Matt - DSPS
Examinations and Screening Panel Members	Folder	Screening Attorney	9/24/2013 3:23 PM	Niehaus, Matt - DSPS
	Folder	Sridhar Vasudevan	9/24/2013 3:01 PM	Niehaus, Matt - DSPS
	Folder	Suresh Misra	9/24/2013 3:01 PM	Niehaus, Matt - DSPS
Discussions	Folder	Timothy Swan	9/24/2013 3:01 PM	Niehaus, Matt - DSPS
	Folder	Timothy Westlake	9/24/2013 3:01 PM	Niehaus, Matt - DSPS

Legal Services and Compliance - All Documents - Windows Internet Explorer

https://webapps.wi.gov/sites/dsps/boards/medexam/Legal%20Services%20Documents.aspx

File Edit View Favorites Tools Help

Convert Select

Favorites DOA Printing Website Admin Time Reporting Statutes Boards SharePoint Old Site HP Service Manager Login

Legal Services and Complian... Legal Services and Compl... x

Site Actions Browse Documents Library Hubert Cumberlande

Medical Examining Board > Legal Services and Compliance > All Documents

Medical Examining Board Search this site...

Libraries	Type	Name	Modified	Modified By
Introduction & Overview Materials	Folder	Hubert Cumberlande	11/11/2013 12:14 PM	Niehaus, Matt - DSPS

Board Materials

Legal Services and Compliance

Site Pages

Lists

Calendar

Board Officers & Liaisons

Examinations and Screening Panel Members

Discussions

This is what you will see when you log in to check your screening panel documents. Much like your Board Member folder, this folder is visible only to you and the DSPS staff member responsible for adding the files for your review.

Files will be cleared monthly and password protected for added security.

Bookmarks will be added and comments will be enabled, much like your agenda packets.

One set of Medical Examining Board  
Screening Panel Materials  
(Four of these were mailed every month)



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# PAPERLESS SCREENING PANELS

## TOTAL POTENTIAL SAVINGS

- ★ **\$2,397.57 printing + \$2,582.30 shipping + \$10,200 Canon IR 7086 + \$22,509.24 staff time = \$37,689.11 ANNUALLY<sup>1</sup>**
- ★ **In addition to the monetary savings:**
  - ✓ This process introduces enhanced security for screening panel documents. Under the new system, these documents are carefully controlled and protected by multiple layers of authentication.
  - ✓ Environmental impact: save 90 trees annually, landfill space, kilowatts of energy
  - ✓ Real time updates and delivery of documents.
  - ✓ Document management – ability to recreate misplaced/lost documents, locate/search/distribute files quickly and efficiently

### 1. COPIER/PAPER/MAILING (postage, envelopes) SAVINGS

- ✓ DLSC currently obtains paper for \$33.40 per box. Each box contains 5,000 sheets of paper. Each individual sheet of paper thus costs DSPS \$0.00668.
  - 100 sheets of paper weighs approximately 1 pound, meaning it costs \$0.668 to purchase one pound of paper.
  - Toner costs are covered by our lease on the printing equipment.
  - Print jobs after we surpass the 40,000 monthly page limit permitted in our lease cost us \$0.50 extra per 100 pages
- ✓ Adding in one internal packet for screening panel attorneys every month, DLSC printed approximately 206,500 pages of paper for Screening Panels over 210 calendar days (May 9 – November 26), not factoring in any erroneous print jobs.
- ✓ From May 9 to November 26, DLSC spent \$1,008.05 to ship Tyvek envelopes for large screening packets.
- ✓ \$51.52 is spent on regular envelopes for mailings that are light enough to send through the postal service. Mailing these envelopes costs \$414.96 in postage annually. \$365.82 is spent purchasing white Tyvek envelopes that must be sent through a courier service, for a total of \$832.30 annually on miscellaneous mailing materials.
- ✓ Based upon the above data, shipping costs for screening panels add up to \$2,582.30 annually, with estimated annual printing costs of \$2,397.57.

### 2. STAFF TIME/SAVINGS

- ✓ DLSC staff currently spends an average of 12 hours per Medical Examining Board screening panel packet copying and mailing. The average intake staff salary with fringe is \$24.44 per hour which costs out to \$293.28 of staff time per packet. This results in a \$7,038.72 expenditure in staff time annually. As the paperless scanning process only necessitates one run through the scanner, this will cut down the amount of time spent at the copier to ¼ its current level, a \$5,279.04 savings.
- ✓ Other Boards typically take considerably less time to prepare their screening panel packets. Assuming an average of 5 hours of staff processing time per packet, with 188 meetings that are not representative of the Medical Examining Board per year<sup>2</sup>, there is an additional staff time savings of \$17,230.20 for a grand total of \$22,509.24 in staff expenses that can be reallocated.
- ✓ The time currently spent compiling the printed packets for mailing may be shifted to improving the quality of the materials through bookmarking, page numbering, and running text recognition. This will aid the screening panel in its efforts, potentially saving time screening panel attorneys spend in meetings with screening panel members.

### 3. OTHER FACTORS

- ✓ By drastically reducing the amount of time needed for DLSC staff to physically stand at the copier and as it is possible to print to a copier that is being used to scan documents, we could cease leasing one of our two DLSC copiers. We currently lease the more expensive copier Canon IR 7086 (Mickey) on a 6-month basis for \$850/month (\$10,200 annually.)

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<sup>1</sup> This is achieved with virtually no cost, as the SharePoint Site has already been purchased for the Policy Development paperless initiative.

<sup>2</sup> 332 screening panel meetings are scheduled for 2014. Approximately 40% of all screening panel meetings from 2013 were cancelled due to lack of business, meaning there would be 200 total meetings. The estimate of 5 hours per packet (and 12 hours per Medical Examining Board packet) was taken from interviews with DLSC staff.

# Initiatives for Improving Service

## Division of Legal Services & Compliance – Paperless Screening Panels

- ✓ Drives Wisconsin to the cutting edge of state government technology solutions
- ✓ No potential for loss or damage in the mail
- ✓ Text recognition
  - Adobe can recognize typed (and usually handwritten) notes and allow for searching for specific words and phrases
- ✓ Enlarge text
  - Ability to enlarge the document for easier readability
- ✓ Accessibility of documents
  - No need to transport large files to screen materials
  - SharePoint is accessible anywhere you have a computer, tablet or smart phone and the internet
- ✓ Convenient notes and comments
  - Members have the ability to create a document in Microsoft Word directly from the SharePoint site to keep track of notes
  - This document is also accessible anywhere you can use SharePoint
  - Make comments directly in your electronic copy of each complaint on specific pages or places
  - Easy access to all comments, or specific comments, via a list in Adobe
- ✓ Pages will be numbered and bookmarked so members may easily reference points in the document
- ✓ Transition process
  - First sets of screening materials will be sent via **paper** and **electronic** formats, to ease the transition to paperless panels
- ✓ Financial impact
  - Paperless screening will save approximately \$40,000 on paper, ink, printer maintenance and shipping costs annually (\$240,000 by 2020)
  - There is also time savings in preparing, sorting, copying and mailing
  - Elimination of costs related to destroying screening panel documents
  - Reduction of file space requirements
- ✓ Technical support
  - Intake staff members are available to answer any questions you have regarding paperless screening
    - Kelley Foster – Intake for MED & MED Affiliates  
(608) 267-1818    kelly.foster@wi.gov
  - DLSC staff will follow-up in the months after implementation to obtain feedback and input on the paperless screening process

## **Zeinert, Ryan - DSPS**

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**To:** Zeinert, Ryan - DSPS  
**Subject:** RE: Request for Program Approval for NHA License Exam Preparation - Bryant & Stratton, Milwaukee Market

Chuck,

Attached is the additional information requested regarding Bryant & Stratton's educational program. I am forwarding it to you (Education liaison) for review. Please let me know if you need any additional information from them in order to make a decision regarding approval of their program. Thanks much!

Sincerely,

**Ryan Zeinert**

Licensing Examination Specialist  
Department of Safety & Professional Services  
Phone: 608-267-3280  
Fax: 608-266-2602

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**From:** Marne Bonomo [<mailto:mlbonomo@bryantstratton.edu>]  
**Sent:** Thursday, May 29, 2014 3:06 PM  
**To:** Zeinert, Ryan - DSPS  
**Cc:** Melodie Fox; Stephen McEvoy  
**Subject:** FW: Request for Program Approval for NHA License Exam Preparation - Bryant & Stratton, Milwaukee Market  
**Importance:** High

Hello Mr. Zeinert,

Thank you for this consideration. In response to your requests I have attached supplemental syllabi for each course in addition to our System Syllabi that you received originally. These specify major projects, grading scales and materials used in each course. Hopefully these are sufficient to answer your questions about our individual courses. If not let me know what else you would need.

**Health Services Administration Program Faculty Credentialing:**

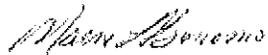
- As Academic Program Director my credentials are PhD Health Services Administration, MHA, BS Health Arts, AD Science, Registered Nurse
- A master's degree in healthcare is the minimal faculty credential requirement, with course to course matches for the subjects taught. Required master's degree may be one of the following:
  - Master of Public Health
  - MBA with Healthcare concentration/focus
  - Master of Health Administration
  - Master of Health Services Administration
  - MA Hospital Administration
  - MS in Management (MSM) with an emphasis in Health Care Management
  - MA in Health Care Administration
  - Master in Healthcare Informatics
  - Master's degree in applicable discipline with Healthcare concentration/strong focus. Faculty with Masters in Accounting may teach HTHS 315 Healthcare Finance and Accounting Management.
- Current faculty are as follows:

- Salman Afsar – MD, MHA
- George Butia – MBA, Healthcare Concentration, MS Divinity
- Debra Davis – MS Healthcare Management
- Carmen Freund – DRPH (Anticipated 2014), MPH, BBA, AAS-Medical Assisting
- Aakisha Fields – MHA, BA Management Communications,
- Dalinda Galaviz – MS Administration HC Focus, BA Biology, Certified Law Enforcement Instructor
- Celestine Guma – MBA (Teaches Finance)
- Kim Kubricky - MA, BS, MLT ASCP
- Katherine Moran – MSN, MBA, MHA
- Boakai Paasewe – MD, MBA
- Hesham Sheikh – MBA with Healthcare Focus, BS Biochemistry/Biophysics

#### Internship and Capstone:

- For the 90 hour Internship, our Career Services Department works with our interns to find an organization that will host each student and tracks their success on site.
- Students who do not currently work in healthcare are strongly encouraged to volunteer in order to gain networking opportunities as they move through our program.
- Students seeking the NHA license would be required to do both their Internships and their Capstone research projects at long term care facilities. Our student projects have been quite successful.
- Attached please find a Capstone paper and presentation from this past semester where the student helped the organization improve their staff scheduling process, a letter that is sent to potential host sites and an Internship task list.
- Locations students have used for their Internship HTHS 270 course are listed below.
  - Medical College of WI – Faculty Affairs
  - Shekhar Dagam, M.D. (affiliated with Aurora Health Care)
  - Mitchell Manor West Allis
  - Medical College of WI – Cardiothoracic Surgery Dept.
  - Columbia St. Mary's
  - WI Department of Health and Human Services
  - Totty & Associates (Community Mental Health Agency)

Best regards,



Marne Bonomo, PhD

*Health Services Administration, Medical Assisting & Phlebotomy Program Director*  
 Bryant & Stratton College  
 310 W Wisconsin Ave #500  
 Milwaukee, WI 53203



[mlbonomo@bryantstratton.edu](mailto:mlbonomo@bryantstratton.edu)  
 O: Direct 414- 276-7239 x 232  
 C: 262.716.8896  
 F: 414.276.3930

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Thank you!

---

**From:** Zeinert, Ryan - DSPS [<mailto:Ryan.Zeinert@wisconsin.gov>]  
**Sent:** Tuesday, May 27, 2014 11:21 AM  
**To:** Marne Bonomo  
**Subject:** FW: Request for Program Approval for NHA License Exam Preparation - Bryant & Stratton, Milwaukee Market  
**Importance:** High

Dear Dr. Bonomo,

My name is Ryan Zeinert, and I am the Licensing Examination & Education Specialist for the Wisconsin Department of Safety & Professional Services. On February 6 of 2014, you submitted an HSA Bachelors Program for Educational consideration for Nursing Home Administrators. The course was reviewed at the 05/22/14 board meeting, and they have requested additional information regarding this program before an official approval/denial decision can be made. The additional information requested is as follows:

“A request has been made to obtain additional information, including specific required coursework and syllabi, the internship process, practicum sites and detailed faculty credentials.”

At your earliest convenience, please submit the additional course materials as an e-mail attachment. Once received, I will forward this information to our board’s Education Liaison for review. If additional information is requested, you will be contacted.

Please let me know if you have any additional questions. Thank you.

**Ryan Zeinert**  
Licensing Examination Specialist  
Department of Safety & Professional Services  
Phone: 608-267-3280  
Fax: 608-266-2602

## **Element K-Certificate of Career Mobility**

The Business & Leadership curriculum is designed to provide behavioral development as well as just-in-time support on common challenges that business managers face in day to day conflict management, leading & motivating and assessing performance. The curriculum also addresses fundamental competencies such as budgeting, problem solving, sales and marketing, business operations, business writing and human resources.

### **Management and Leadership Modules**

#### **Change Management for Employees** (Includes Simulation)

**Content Type:** Self-Paced Course

**Estimated Time of Completion:** 3 hours 45 minutes

**CEU Credits:** 0.4

#### **Description:**

In this course, you will identify ways to solve problems related to change on the job, including recognizing, anticipating, and effectively managing change. You will also define change management, identify change-management strategies, define the psychological process of moving through change, identify ways of preparing for change, and explore ways to embrace change on an ongoing basis. .

#### **Objectives:**

- In this course, students will identify methods for solving problems resulting from workplace changes. Students will define change management and identify strategies for effectively preparing for change, coping with reaction to change, and becoming an agent of change in their working lives.

#### **Working With Difficult People** (Includes Simulation)

**Content Type:** Self-Paced Course

**Estimated Time of Completion:** 3 hours

**CEU Credits:** 0.3

#### **Description:**

In this course, you will explore how to work with difficult people, respond to changes, and cope with continued conflict. Different people have different work styles, and for some people, it becomes difficult to cope with such differences. During continued conflicts, problems should be handled through careful communication to arrive at a solution.

#### **Objectives:**

- In this course, you will identify ways to work with difficult people, respond to changes, and cope with continued conflict.

### **Emotional Intelligence (Includes Simulation)**

**Content Type:** Self-Paced Course

**Estimated Time of Completion:** 3 hours 8 minutes

**CEU Credits:** 0.3

#### **Description:**

In this course, you will assess your current emotional intelligence abilities, and apply strategies to improve your emotional intelligence. Increased awareness of your current emotional intelligence strengths and weaknesses can assist you in identifying and developing strategies for improvement. As a manager, by improving your emotional intelligence, you can influence those around you and impact your behaviors, and the behaviors in others, in ways that can allow you to work towards achieving your business objectives.

#### **Objectives:**

- In this course, you will evaluate your current emotional intelligence abilities, and apply strategies to improve your emotional intelligence.

### **Defining the Issue of a Problem (Includes Simulation)**

**Content Type:** Self-Paced Course

**Estimated Time of Completion:** 2 hours

**CEU Credits:** 0.2

#### **Description:**

In this course, you will learn how to analyze problems creatively and how to determine the real problem. You will be able to identify both analytical and creative ways to solve problems. You will identify four barriers to creative thinking as well as learn the rules and steps involved in brainstorming. In addition, you will learn about Occam's Razor and how this technique can help you identify a broad problem area, clarify a problem statement, and determine if a problem is worth solving.

#### **Objectives:**

- In this course, you will learn how to analyze problems creatively and how to determine the real problem.

## **Personal Effectiveness Modules**

### **Writing for a Global Audience (Includes Simulation)**

**Content Type:** Self-Paced Course

**Estimated Time of Completion:** 1 hours 24 minutes

**CEU Credits:** 0.1

#### **Description:**

To localize your content, you need to identify and eliminate cultural language patterns from your source content, so that you can effectively and efficiently localize the content. Target audiences must be able to read and easily understand the content, yet they may not speak or understand the source language and their customs may differ dramatically from the social conventions of the source culture. In this course, you will prepare content for localization. This course is intended for content developers, trainers, marketing professionals, writers of documentation and technical specification, and product developers who need to create content that is effective and appropriate for a global audience. .

#### **Objectives:**

- In this course, you will prepare content for localization.

**Accepting a Decision (Includes Simulation)**

**Content Type: Self-Paced Course**

**Estimated Time of Completion: 2 hours**

**CEU Credits: 0.2**

**Description:**

In this course, you will explore how to prepare a presentation for a proposal and how to accept an outcome to a proposal. A good decision holds promise for an organization, but with bad decisions, things go awry. But, prior to implementing any decision, it has to gain acceptance. Before a proposal becomes a decision, decision makers need to agree that it is indeed a viable and cost effective solution. Bringing to the forefront the strong points, efficacy, and workability of your solution and seeing it through until it is implemented assures the success of your decision.

**Objectives:**

- In this course, you will prepare a presentation for a proposal and accept an outcome to the proposal.

**Making Team Decisions (Includes Simulation)**

**Content Type: Self-Paced Course**

**Estimated Time of Completion: 6 hours**

**CEU Credits: 0.6**

**Description:**

This course provides a variety of tools for generating, evaluating, and selecting solutions in decision-making situations. Each lesson includes real-world case scenarios, providing learners with the opportunity to practice these techniques.

**Objectives:**

- In this course, you will explore a variety of techniques for making decisions within a team.

**Using Data to Communicate (Includes Simulation)**

**Content Type: Self-Paced Course**

**Estimated Time of Completion: 3 hours 59 minutes**

**CEU Credits: 0.4**

**Description:**

Today's information age has created a data-driven business environment, making it essential to provide the right information quickly to the right people in the most efficient manner. The ability to use data to communicate clearly and succinctly will help you achieve your business and professional goals. This course is intended for a wide range of managers and staff members who need to effectively use data to communicate.

**Objectives:**

- In this course, you will identify how to prepare and present data for effective communication.

# Bryant & Stratton College – Course Syllabus

<b>HTHS 460 PRACTICUM AND CAPSTONE PROJECT</b>			
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.			
<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Winter 2014</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b>	<b>Co-requisite(s):</b>	Date of Last Revision: 11/2013
<p><b>COURSE CATALOG DESCRIPTION:</b></p> <p>In this course students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards. The capstone project will be a portfolio development exhibit.</p>			
<p><b>LEARNING OUTCOMES</b></p> <p>Bryant &amp; Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.</p> <p><b>Course Outcomes:</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Secure a career-related practicum site at which the student provides authentic problem solving services to meet both academic and employer goals.</li> <li>• Demonstrate understanding and apply ethical behavior/responses to; situations, case studies and simulations.</li> <li>• Conduct research related to the problem.</li> <li>• Establish a network of experts and partners to strategize solutions to the problem.</li> <li>• Analyze and synthesize information to solve the problem.</li> <li>• Present written and oral solutions in a consultative format to the decision-makers at the practicum site.</li> <li>• Evaluate project progress through the use of periodic reflective journals.</li> <li>• Process the feedback and assessment results to complete a multi-media presentation to peers detailing the problem, research, and recommendations for a solution.</li> </ul> <p><b>Institutional Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
<p><b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b></p> <p>Instructors at Bryant &amp; Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.</p>			
<p><b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.</p>			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### INTRODUCTION TO PRACTICUM

- Course overview
- Expectations
- Required assignments
- Evaluation criteria

### CAPSTONE PROJECT

- Selection of Problem-based assignment
- Field Experience to support Capstone Project
- Action plan and measurable outcomes

### ETHICAL RESPONSIBILITIES FOR THE STUDENT SERVING AS CONSULTANT

### PERFORMANCE EVALUATION

- Host Site Supervisors Feedback on Project
- Presentation and Recommendations
- Reflective Journal Entries
- Final Evaluation of Capstone Project

### VALUE THE FIELD EXPERIENCE AND PROJECT OUTCOMES FOR EVIDENCE IN A CAREER PORTFOLIO

# Bryant & Stratton College – Course Syllabus

<b>HTHS 470 HEALTH SERVICES ADMINISTRATION PRACTICUM</b>			
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.			
<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Winter 2014</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b>	<b>Co-requisite(s):</b>	Date of Last Revision: 11/2013
<p><b>COURSE CATALOG DESCRIPTION:</b></p> <p>In this course students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards. The capstone project will be a portfolio development exhibit.</p>			
<p><b>LEARNING OUTCOMES</b></p> <p>Bryant &amp; Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.</p> <p><b>Course Outcomes:</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Secure a career-related practicum site at which the student provides authentic problem solving services to meet both academic and employer goals.</li> <li>• Demonstrate understanding and apply ethical behavior/responses to; situations, case studies and simulations.</li> <li>• Conduct research related to the problem.</li> <li>• Establish a network of experts and partners to strategize solutions to the problem.</li> <li>• Analyze and synthesize information to solve the problem.</li> <li>• Present written and oral solutions in a consultative format to the decision-makers at the practicum site.</li> <li>• Evaluate project progress through the use of periodic reflective journals.</li> <li>• Process the feedback and assessment results to complete a multi-media presentation to peers detailing the problem, research, and recommendations for a solution.</li> </ul> <p><b>Institutional Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
<p><b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b></p> <p>Instructors at Bryant &amp; Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.</p>			
<p><b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.</p>			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### INTRODUCTION TO PRACTICUM

- Course overview
- Expectations
- Required assignments
- Evaluation criteria

### CAPSTONE PROJECT

- Selection of Problem-based assignment
- Field Experience to support Capstone Project
- Action plan and measurable outcomes

### ETHICAL RESPONSIBILITIES FOR THE STUDENT SERVING AS CONSULTANT

### PERFORMANCE EVALUATION

- Host Site Supervisors Feedback on Project
- Presentation and Recommendations
- Reflective Journal Entries
- Final Evaluation of Capstone Project

### VALUE THE FIELD EXPERIENCE AND PROJECT OUTCOMES FOR EVIDENCE IN A CAREER PORTFOLIO

# Bryant & Stratton College – Course Syllabus

<b>HTHS 410 HEALTH RESEARCH METHODS</b>			
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.			
<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Winter 2014</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b> COMM150 Introduction to Information Literacy and Research MATH 309 Statistics	<b>Co-requisite(s):</b>	Date of Last Revision: 11/2013
<b>COURSE CATALOG DESCRIPTION:</b>			
<p>This course provides a foundation in the essential components of health care research. Included is background information regarding the evolution of health care research, the current status of research in health care, and the challenges health care research will face in the future. Students learn about the various methods of research, how to develop a research question and review current literature on their chosen topic, as well as how to evaluate existing case studies and write a research proposal. The various methods of data collection and data management are discussed and students learn to design and conduct a study.</p> <p>This course then discusses data analysis and interpretation, generating reports for various venues, and the impact of health-related research. Students will also consider the challenges of health services research.</p>			
<b>LEARNING OUTCOMES</b>			
Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.			
<b>Course Outcomes:</b> Upon completion of this course, students will be able to:			
<ul style="list-style-type: none"> <li>• Describe health care research and the purpose of health research.</li> <li>2. Examine the methods of research used in health research to inform practice.</li> <li>3. Demonstrate how to develop a research question.</li> <li>4. Demonstrate how to choose, analyze, and evaluate existing literature on a health research topic.</li> <li>5. Explain the significance of case reports, case studies, and case control studies in health care research.</li> <li>6. Incorporate the major components of a research proposal and the criteria used to evaluate its merits when writing a research report.</li> <li>7. Analyze the ways in which data is collected and managed during a research project to inform practice.</li> <li>8. Design and conduct a health care study using data analysis and interpretation and effectively communicate research findings in a written report.</li> <li>9. Illustrate the various outcomes that health research may have on consumers, providers, policymakers, and health care managers.</li> <li>10. Identify other disciplines that may be related to or involved with a health care study.</li> <li>11. Analyze the challenges for health services research for possible solutions.</li> </ul>			
<b>Institutional Outcomes:</b>			
<ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
<b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b>			
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<b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### Introduction to Health Research

- Overview of Health Research
  - Historical Perspectives
  - Purpose of Health Services Research
  - Scope
- Scope of Health Services Research
- Ethics in Research
  - Development of Ethical Codes and Guidelines
  - Ethical Concepts
    - Justice
    - Beneficence
    - Right to privacy
    - Respect for human dignity
    - Freedom from exploitation
  - Protection of human and animal subjects
  - Elements of informed consent
  - Vulnerable populations and Bioethics
  - IRB and research review
  - The role of the researcher in ethics
- Epidemiological and Causal Thinking

### Research Design in Health Services

- Quantitative Research
  - Experimental designs
  - Quasi-experimental design (non-experimental)
- Qualitative Research
  - Mixed Methods

### Developing the Research Question

- Identifying the Research Question
  - Evaluate Needs
  - Review Existing Practice
  - Challenge Accepted Ideas
  - Look for Conflicting Views
  - Investigate Geographical Variations
- Stating the Research Question
  - Distilling the Question
  - Select the Key Question
- Refining the Research Question
  - Review the Criteria
  - Review the Analysis

### Designing and Conducting a Study

- Planning and Initial Design
- Consulting Specialists
- Develop the Design
  - Write the Protocol
  - Obtain Ethical Approval
  - Obtain Funding
  - Inform Interested Parties
  - Register under the Data Protection Act
  - Develop the Data Processing
  - Plot All the Stages
  - Review the Design
- Monitoring and Conducting the Study
  - Maintain Adequate Supervision
  - Stick to Design
  - Keep a Study Log

### Review the Literature

- Conduct a Search; library and online sources
- Read the Literature
- Read Literature Reviews
- Critique Published Research

### Case Reports and Case Studies

- Case Reports
  - Uses
  - Advantages
  - Weaknesses
- Extending Case Reports: Case Series
- Analysis and Interpretation

### Case Control Studies

- Range of Uses
- Design Matters
  - Identify Cases
  - Identify Controls
  - Sample Size
  - Data Collection
- Analysis and Interpretation

### Research Proposal

- Abstract
- Specific Aims
- Background and Significance
- Preliminary Studies and Proposed Research
- Study Design and Methods
- Findings
- Discussion
- Human Subjects
- Literature Cited

### Data Collection and Management

- Identify the Data to Collect
  - Study Aims
  - Important Factors
- Decide on Method of Measurement
  - Convert General to Specific
  - Indirect Measures
  - Reliability and Validity
- Select Method of Collection
  - Abstracting from Records
  - Prospective Recording
  - Interviews and Questionnaires
  - Observation
- Methods of Sampling
  - Calculating the Sample Size
  - Statistical Significance of Sample
  - Random Sampling
  - Quota Sampling
  - Sampling for Qualitative Research
  - Sampling for Telephone Interviews
- Coding Schedule
  - Allocate Subject Identifier
  - Ensure Fixed Sequence
  - Use Numerical Codes
  - Coding Conventions
  - Avoid Free Text

# Bryant & Stratton College – Course Syllabus

## Data Analysis and Interpretation

- General Concepts
  - Chance
  - Probability
  - Confidence Intervals
  - Hypothesis Testing
  - P-values and Confidence Testing
- Beginning Analysis
  - Choosing a Statistical Package
  - Data File Set Up
  - Preliminary Recoding
- Analysis
  - Display Data
  - Annotate Printouts
  - Missing Value Codes
  - Logging Findings
  - Avoid Data Torturing
  - Knowing When to Stop
- Interpretation
  - Identify the Serendipitous
  - Interpret with Caution
  - Review Statistical Significance
  - Look for Other Explanations
  - Put the Findings in Context

## Report Generation and Communication

- Preparing to Publish
  - List the Key Findings
  - Prepare Tables and Graphs
  - Clarify the Wider Implications
  - Edit First Draft
- Writing a Paper
  - Select a Journal
  - Write Paper in Sections
  - Expect Rejections
- Preparing a Lecture
- Preparing a Poster
  - Planning the Layout
  - Designing the Content
- Report to the Funding Body

## Outcomes/Impact of Health Research

- Consumers (Individual, Family)
- Providers (Organizational, Institutional)
- Policymakers (Community, Population)
- Using Health Care Research in Managerial Decision-Making
  - Evidence Based Management in Decision-Making
  - Evidence Based Medicine in Decision-Making
- Utilization-Driven Research

## Related Disciplines

- Health Economics
- Health Psychology
- Medical Sociology
- Health Promotion

## Challenges for Health Services Research

- Organizing and Financing Care
- Measuring Outcome
- Monitoring and Accountability
- Informatics and Clinical Decision-Making
- Populations and Communities
- Ethics
- Governmental Influences on What Gets Researched
- Health Care Personnel: Work Force and Training Issues
  - Current Work Force: Professionals Trained in Health Services Research
- Future Work Force: Education and Training

# Bryant & Stratton College – Course Syllabus

<b>HTHS 405 Long Term Care Management</b>			
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.			
<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Winter 2014</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b> AHLT 111 Introduction to Healthcare	<b>Co-requisite(s):</b>	Date of Last Revision: 11/2013
<b>COURSE CATALOG DESCRIPTION:</b>			
This course is an introduction to management in the long-term care system. Students develop knowledge of the various segments of the system, how the system developed to its current state, compares it to an ideal system, and projects future trends. This course covers the full continuum of long-term care. The increasingly important topics of the aging of American society, the impact of the “baby-boomers”, consumer choice, and the growing diversity in long-term care are covered extensively and from a variety of perspectives.			
<b>LEARNING OUTCOMES</b>			
Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.			
<b>Course Outcomes:</b> Upon completion of this course, students will be able to:			
<ul style="list-style-type: none"> <li>• Examine the influences that impacted the development of long-term care as it exists today and analyze elements useful in improvement toward an ideal system.</li> <li>• For each of the following long-term care providers, define and describe how they developed, where they fit in the continuum of care, the services they offer, and who uses them. <ul style="list-style-type: none"> <li>▪ Nursing facilities</li> <li>▪ Subacute and postacute care</li> <li>▪ Assisted living</li> <li>▪ Senior housing</li> <li>▪ Community-based services</li> </ul> </li> <li>• For each of the above listed long-term care providers (a-e) examine the impact of the following: financial aspects, staffing, legal and ethical issues, and management challenges and opportunities for purposes of applying this knowledge to health care managerial settings.</li> <li>• Examine the impact of external controls, both governmental (federal and state) and non-governmental (accreditation and certification).</li> <li>• Analyze the role of competition, cooperation, and integration as they influence effectiveness in the field of long-term care.</li> <li>• Identify necessary leadership skills for long-term care and evaluate their effective application.</li> <li>• Identify future trends that are likely to affect the long-term care field and the impact of these trends.</li> </ul>			
<b>Institutional Outcomes:</b>			
<ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
<b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b>			
Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.			
<b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### Overview of Long-Term Care

- Current long-term care system
  - Development
  - Challenges
  - Strengths
- Continuum of care
- Consumers and providers of long-term care
- Institutional and non-institutional care
  - Strengths
  - Challenges
- Changes in long-term care today

### Ideal Long-term Care System

- Characteristics
  - Accessibility
  - Quality
  - Cost
- Consumers' rights and responsibilities
- Roles of informal and formal caregivers

### Nursing Facilities

- Definition
- Development
- Place in continuum of care
- Services offered
- Consumers
- Sources of financing
- Regulations affecting nursing facilities
- Ethical issues affecting nursing facilities
- Future trends and impact of these trends

### Subacute and Postacute Care

- Definition
- Development
- Place in continuum of care
- Services offered
- Consumers
- Sources of financing
- Regulations affecting subacute and postacute care
- Ethical issues affecting subacute and postacute care
- Future trends and impact of these trends

### Assisted Living

- Definition
- Development
- Place in continuum of care
- Services offered
- Consumers
- Sources of financing
- Regulations affecting assisted living facilities
- Ethical issues affecting assisted living facilities
- Future trends and impact of these trends

### Senior Housing

- Definition
- Development
- Place in continuum of care
- Regulations affecting senior housing providers

### External Control of Long-Term Care

- Need for and problems of external control
- Quality and costs controls
- Roles of federal and state governments in regulating long-term care
- Non-governmental controls
  - Accreditation
  - Certification

### Long-term Care Reimbursement

- Current public reimbursement options
  - Medicare
  - Medicaid
- Current private reimbursement options
  - Private pay
  - Private long-term care insurance
- Managed care and its impact on long-term care
- Future trends affecting long-term care reimbursement

### Long-term Care Quality

- Quality improvement
- Quality assurance
- Continuous quality improvement
- Outcomes based and process based measures
- System-wide approach to the management of quality
- Government and private resources available for quality improvement

### Ethical Issues in Long-term Care

- Social and emotional impact
- Access to care
- Autonomy, independence and self-determination
- End of life issues
- Management ethics

### Governance and Administration

- Elements
- Differences of governance in profit, nonprofit, and government organizations
- Roles and responsibilities of governing boards
- Roles and responsibilities of administration

### Leadership in Long-term Care

- Role of leadership in long-term care
- Components of leadership
- Role of culture change in long-term care
- Components of culture change in long-term care

### Technology in Long-term Care

- Potential application of an information technology system
- Privacy and access to information
- Benefits of technology to long-term care providers, consumers, and the system
- Barriers to successful use of information technology
- Options for acquiring and using information technology

### Marketing and Community Relations

- Relationship between strategic planning and market planning

# Bryant & Stratton College – Course Syllabus

- Financial and managerial issues facing senior housing providers
- Ethical issues affecting senior housing providers
- Future trends and impact of these trends

## **Community-Based Services**

- Definition
- Development
- Regulations affecting community-based services
- Financial and managerial issues facing community-based services
- Ethical issues affecting community-based services
- Future trends and impact of these trends

## **Competition, Cooperation, and Integration**

- Competitive forces acting on long-term care organizations
- Various forms of cooperation and integration
- Benefits of integration
- Components of integrated systems and networks
- Management, financing, and quality issues related to integration
- 

- Development of marketing plan
- Maintaining a marketing plan

## **Future Trends**

- Future directions
- Changing consumer demographics
- Focus on quality and outcomes
- Changes in the organization and delivery of long-term care
- Technological advances
- More and better clinical applications
- Innovative delivery methods
- New organizational relationships
- Changes in financing and reimbursement
- Health system reform

## **Managing for the Future**

- Challenges and opportunities facing managers
- Leadership skills
- Change agent

# Bryant & Stratton College – Course Syllabus

<b>HTHS 400 DISASTER PLANNING AND MANAGEMENT</b>			
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.			
<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Winter 2014</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b> AHLT 111 Introduction to Healthcare	<b>Co-requisite(s):</b>	Date of Last Revision: 11/2013
<b>COURSE CATALOG DESCRIPTION:</b> This course explores the principles of disaster planning for hospitals and other health care facilities. Students consider the various types of disasters that must be planned for and learn the six primary phases of disaster response. This course then builds upon that basic understanding and leads students to consider how health care facilities can best plan for disasters. In addition to the broad considerations of both internal and external planning, the specifics of developing a documented disaster plan are demonstrated.			
<b>LEARNING OUTCOMES</b> Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.  <b>Course Outcomes:</b> Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>• Articulate the importance and challenges disaster planning for hospital and other healthcare facilities.</li> <li>• Classify the various types of disasters found in hospitals and healthcare facilities.</li> <li>• Examine the major principles involved in disaster planning and response for effective application.</li> <li>• Articulate phased disaster responses and the significance of after-action reviews.</li> <li>• Examine the key elements in both external and internal planning, including responsibility to the community at large.</li> <li>• Analyze how and why disaster responses fail, and apply this information to decision making processes to revise current plans.</li> <li>• Assess the key components of a hospital disaster and document a plan for a healthcare setting.</li> </ul> <b>Institutional Outcomes:</b> <ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
<b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b> Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.			
<b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### Introduction to Disaster Planning: The Nature and Scope of the Problem

- The Emergency Department and Public Health Syndromic Surveillance
- Evolution of Emergency Management Planning
- U.S. Department of Health and Human Services: Critical Benchmarks for Bioterrorism Preparedness

### Goals of the Organization for Mass Admission of Patients in the Hospital (OMP)

#### Classifying Disasters

- Natural versus technological disasters
- War and terrorism
- Classifying Disasters Levels
  - Level I
  - Level II
  - Level III

#### Phases of Disaster Response

- Prevention Focus
- Mitigation
- Interdiction
- Planning
- Response
- Activation
  - Notification and initial response
  - Organization of command and scene assessment
- Implementation
  - Search and rescue
  - Extrication, triage, stabilization, and transport
  - Definitive scene management
- Recovery
  - Debriefing

#### External and Internal Planning

- Community Interaction
- Incident Command System
- Rehearsal
- Organization
  - Staffing
  - Pharmaceutical Services

#### The Disaster Plan of a Hospital

- Basic Requirements
- Organization and Structure of Management in the Hospital
- Alarm and Mobilization
- Competencies and Emergency Rights
- Admission and Treatment Capacities
- Admission and Registration of Patients
- Predefined Patient Transportation Routes
- Medical Measures Including Sorting
- Areas
- Communication
- Protective Measures
- Medical, Operational and General Resources

- Internal and External Information
- Care
- Traffic Control and Cordoning Off
- Substitute Measures and Redundancies
- Task-Books and Checklists
- Training Concept
- Particularities of Internal Disasters
- Evacuation in the Hospital

#### The Documented Disaster Plan

- Purpose
- Situations and Assumptions
- General Considerations
  - Lines of Authority
  - Communications
  - Supplies and Equipment
  - Valuables and Clothing
  - Public Communication Center
  - Managing Public Response
  - Morgue Facilities
- Responsibilities of Individuals and Departments within a Healthcare Agency
  - Administration
  - Clinical Personnel
  - Medical Staff
  - Ancillary Staff
  - Support Services
  - Laboratory
  - Medical Records
  - Pharmacy
  - Security
  - Public relations
  - Infection Control
  - Triage
- Plan Development and Maintenance
- Standard Operating Guidelines for a Hospital or Healthcare Facility Disaster Plan
  - Internal Disasters
  - Evacuation Plan
  - Severe Thunderstorm/Tornado Protocol
  - Civil Disturbance or VIP Admission Protocol
  - Bomb Threat Protocol
  - Hazardous Material Incidents Protocol
  - Release of Information to the News Media

## Bryant & Stratton College – Course Syllabus

<b>HTHS 310 HEALTHCARE INFORMATION SYSTEMS MANAGEMENT</b>			
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.			
<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Winter 2014</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b> COMM 150, Introduction to Information Literacy and Research	<b>Co-requisite(s):</b>	Date of Last Revision: 11/2013
<b>COURSE CATALOG DESCRIPTION:</b>			
This course provides an overview of the information systems used in the health care industry and establishes a framework for understanding the administration and delivery of health services using information systems. This course examines the use of technology in warehousing and mining health care data, communicating health care data, and safeguarding health care data, including discussion of electronic health records. This course explores the issues, benefits, and challenges of health care information systems as well as the future of health information management systems.			
<b>LEARNING OUTCOMES</b>			
Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.			
<b>Course Outcomes:</b> Upon completion of this course, students will be able to:			
<ul style="list-style-type: none"> <li>• Examine the history of health care information systems to demonstrate an understanding of current trends.</li> <li>• Articulate the purpose and effectiveness of different the types of health care information systems.</li> <li>• Analyze the roles, responsibilities, and accountabilities of information technology personnel.</li> <li>• Propose a health information system using appropriate strategies and methods.</li> <li>• Evaluate the hardware, software, and network components of a health care information system for implementation.</li> <li>• Examine the transformation of data to information and then to knowledge and demonstrate knowledge management.</li> <li>• Describe the types of communication technologies used in health care information systems for appropriate effective applications.</li> <li>• Analyze an electronic health record, list its advantages and disadvantages, and review the challenges of implementing electronic health records for possible solutions.</li> <li>• Identify ways in which health care data can be both compromised and secured.</li> <li>• Examine the issues of confidentiality, ethics, and governmental regulation and influence as they relate to safeguarding health care information.</li> <li>• Employ processes for evaluating health care information system investments.</li> <li>• Analyze the advantages and barriers of evolving and emerging health care information systems.</li> </ul>			
<b>Institutional Outcomes:</b>			
<ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
<b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b>			
Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.			
<b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### Overview of Health Care Information Systems

- History of Health Care Information Systems
  - Early Health Record Systems
- Types of Information Systems Used in Health Care
  - Corporate Information Systems Used in Health Care
    - Financial Management Information Systems (FMISs)
    - Human Resource Management Information Systems (HRMISs)
    - Facilities and Materials Management systems (FMMSS)
  - Clinical Information Systems
    - Primary Health Care Information Systems
    - Acute Care Health Management Information Systems
      - ❖ Coding and Classification Systems
        - Diagnosis Related Groups (DRGs)
        - Inpatient Coding
        - Outpatient Coding
      - ❖ Registries
        - Cancer Registries
        - AIDS Registries
        - Diabetes Registries
        - Organ Transplant Registries
      - Related Health Information Systems
        - ❖ Nursing Administration
        - ❖ Pharmacy Systems
        - ❖ Computer-Enhanced Radiology
    - Issues with Integrating Corporate and Clinical Information Systems

### Managing Health Information Systems and Services

- Information Technology Department Organization
  - Chief Information Officer (CIO)
    - CIO Accountability
    - CIO Competencies
  - Informatics Nursing Specialist (INS)
    - INS Accountability
    - INS Competencies
- Portfolio Management Office (PMO)
  - Planned Initiatives
  - Projects
  - IT Services (applications)
- Managerial Accountability
  - Role of the CIO

### Communicating Health Care Data

- Communication Technologies Used in Health Care
  - Multiplexed Systems and Fiber Optics
  - Wireless Systems
  - Bar Coding
  - Mobile Health Systems (M-Health Systems)
  - Internet
    - Online Health Resources
  - Intranets
  - Extranets
- Computerized Physician Order Entry (CPOE)
- Telehealth
  - Transmission of Medical Data and Images (Store-and-Forward Telehealth)
  - Remote Monitoring
  - Patient-Centered e-Health and Personal Health Informatics
  - Consumer Informatics

### Electronic Health Records (aka Electronic Medical Records)

- Information Contained in an EHR
  - Text (such as notes and reports)
  - Data for Calculations and Decision Making (such as lab reports)
  - Multimedia (such as medical images)
  - Documentation (such as signed consent forms)
- Advantages
  - Reduce Costs
  - Improve Quality of Care
  - Promote Evidence-Based Medicine
- Disadvantages
  - Costly for Providers
  - Poor Functionality of Existing EHR Software and Systems
  - Lack of Interoperability between Systems
- Issues with Implementing EHR
  - Ownership and Maintenance of Records

### Safeguarding Health Care Information: Security and Ethics

- Health Care Information Standards and Regulations
- Data Integrity
  - Mistakes in Data Entry
- Computer Crime
  - Access Control
    - Use of Biometrics
  - Security Plans/Procedures
  - Data Encryption
- Disaster Recovery
- Confidentiality of Health Information

# Bryant & Stratton College – Course Syllabus

- Role of the CEO
- Management's Role in Major Health Care Information Technology Initiatives

## Strategic Planning for Health Information Systems

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- Health System Planning
  - Need for Planning
  - Data Sources for Planning
- Information Systems Planning
  - Information System Requirements
  - Strategies for HMIS Planning
  - Methods for HMIS Planning
    - Critical Success Factors
    - Ends/Means Analysis
    - Business Systems Planning
    - Soft Systems Methodology
  - Issues in HMIS Planning
- Needs Assessment
  - Evaluate Current System
  - Identify Additional Capabilities
  - Document Workflows
- Planning an Integrated Information System

## Health Information System Architecture, Implementation, and Support

- Hardware Components
- Software Components
- User Interface
- Network Components and Topologies
- System Implementation

## Data Warehousing and Data Mining

- Transforming Data into Information into Knowledge
- Sources of Health Care Data
- Quality of Health Care Data
- Knowledge Management
  - Knowledge-Based Workflows
- Analyzing Data

- HIPAA Compliance
- Confidentiality in Health Research
- Patient Rights

- Governmental Influence in Health Care Information Management
- HIPPA Regulation
- Security and Confidentiality Issues
- Ethical Considerations

## Assessing the Health Care Information System and Realizing Value

- Evaluating the HCIS Investment
  - Tools for Evaluating HCIS Investments
  - Process for Evaluating HCIS Investments
- Issues in Evaluating the HCIS Investment and Challenges of Realizing Value

## Evolving Health Care Information Systems

- Decision Support Systems (DSS) and Executive Information Systems (EIS)
- Integrating Delivery Systems
- Integrating Health Provider Organizations
- Emerging Forms of Health Management Information Systems
- Implementing a National Health Care Information Network
  - Advantages
  - Barriers
  - Standards
- Public/Community Health Systems
- Global Perspective for Health Information Technology

# **Bryant & Stratton College – Course Syllabus**

## Bryant & Stratton College – Course Syllabus

<b>HTHS 315 HEALTHCARE FINANCE AND ACCOUNTING MANAGEMENT</b>			
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.			
<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Winter 2014</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b> ACCT 110 Accounting Principles I, HTHS 301	<b>Co-requisite(s):</b>	Date of Last Revision: 11/2013
<b>COURSE CATALOG DESCRIPTION:</b> This course provides foundational instruction in the financial management principles, practices, and techniques used in health care organizations. Students learn to examine and understand statements of operation, balance sheets, and cash flow statements in order to make administrative decisions. This course is designed to build upon the concepts introduced in basic accounting courses and develop proficiency in applying administrative financial techniques in health care decision making.			
<b>LEARNING OUTCOMES</b> Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life. <b>Course Outcomes:</b> Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>• Identify the factors that influence health care costs and evaluate the methods employed to control costs.</li> <li>• Describe the historical evolution of health care payment systems, the differences between private and public health insurance, and the relationship between payment systems and price setting for health care services.</li> <li>• Analyze and evaluate financial statements for health care organizations.</li> <li>• Plan and prepare budgets, including estimating cash flow, performing breakeven analyses, and calculating return on investment.</li> <li>• Articulate the strategic financial planning process and prepare revenue forecasts, constant growth forecasts, and real-world forecasts.</li> <li>• Calculate the time value of money and understand opportunity costs.</li> <li>• Describe strategies for managing working capital and identify sources of short-term cash and short-term investments.</li> <li>• Identify various ways to acquire capital.</li> <li>• Articulate the factors that influence mergers and acquisitions as they relate to the finances of affected health care organizations.</li> <li>• Articulate the methods used to allocate costs for effective application.</li> <li>• Identify the potential impact of proposed health care finance reform.</li> </ul> <b>Institutional Outcomes:</b> <ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
<b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b> Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.			
<b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### Understanding Health Care Costs

- Current Expenditures in the U.S Health Care System
  
- Factors that Influence Health Care Costs
  - The Cost of Health Care Personnel
  - The Cost of Technology
  - The Cost of Prescription Drugs
  - The Cost of an Aging Population
  - The Cost of Chronic Diseases
  - The Cost of Legal Requirements and Obligations
    - Compliance Issues
    - Litigation Issues
  - The Cost of the Uninsured
  
- Methods to Control Costs
  - By Payors
    - Diagnosis-related Groups (DRGs)
    - Capitation
    - Ambulatory Payment Classifications (APCs)
  - By Providers
    - Growth in Outpatient Services
    - Use of Information Services
      - ❖ In Direct Care
      - ❖ In Back Office
    - Mergers/Acquisitions
    - By Consumers (consumer-directed health plans)
    - By Proposed Healthcare Finance Reform
  
- Issues and Ethics of Health Care Cost Control Measures
  - Does Prevention Pay?
  -

### Understanding Health Care Revenue

- Financial Viability
- Sources of Revenue
- Health Care Payment Systems
  - Historical Timeline of Payment Systems
    - Early 1900s
      - ❖ “Sickness” Insurance vs. Health Insurance
      - ❖ Establishment of Blue Cross/Blue Shield
    - Mid 1900s
      - ❖ Growth in Demand for Health Insurance
      - ❖ Establishment of Medicare/Medicaid
    - Late 1900s and Early 2000s
      - ❖ Rising Costs
      - ❖ Managed Care
      - ❖ Risk Sharing

### Understanding Health Care Financial Statements

- Developing Financial Statements
- Balance Sheet
  - Assets
  - Liabilities
  - Equity
- Statement of Operations
  - Revenue
  - Expenses
    - Direct Costs
    - Indirect Costs
  - Operating Income
- Statement of Cash Flows
- Reserves
- Analyzing Financial Statements
  - Horizontal Analysis
  - Trend Analysis
  - Vertical Analysis
  - Ratio Analysis
- Comparing Financial Statements of Various Types of Health Care Institutions

### Budgeting and Management Control

- The Planning/Control Cycle
  - Strategic Planning
  - Controlling Activities
- Types of Budgets
  - Capital Budget
    - Estimating Cash Flow
    - Breakeven Analysis
    - Return on Investment
  - Cash Budget
    - Cash Inflows
    - Cash Outflows
    - Ending Cash Balance
  - Operating Budget
  - Statistics Budget
- Zero-Base Budgeting
- Benchmarking at the Department Level
- Actual and Static (Projected) Budget Variance Analysis

### Strategic Financial Planning

- The Strategic Planning Process
- Revenue Forecasting
- Constant Growth Forecasting
- Real-World Forecasting
- Integrating the Financial Plan with Management Controls

### Understanding the Time Value of Money

- Calculating Future Value (Compounding)
- Calculating Present Value (Discounting)
- Opportunity Costs

# Bryant & Stratton College – Course Syllabus

- Private Insurance vs. Government-Sponsored Insurance
  - Setting Prices for Health Care Services
    - Payment Systems and Their Relationship to Price Setting
    - General Factors of Pricing
  - Justifying Health Care Prices
    - Denial Management Solutions
    - Payment Processing Solutions
      - Trade Credit/Payables/ Disbursement Policies
      - Bank Loans
    - Short-Term Cash Investments
      - Money Market Funds
      - Certificates of Deposits
      - Treasury Bills
      - Commercial Paper
  - Acquiring and Managing Capital
    - Equity Financing
    - Long-Term Debt Financing
      - Bank Term Loans
      - Conventional Mortgages
      - Bonds
      - The Bond Issuance Process
  - Lease Financing
    - Operating Lease
    - Capital Lease
    - Lease vs. Purchase Analysis
  - Endowments
- Annuities & Perpetuities

## Managing Working Capital

- Working Capital Management Strategies
  - Asset Mix Strategy
  - Financing Mix Strategy
- Cash Management
  - Sources of Short-Term Cash

## Revenue Cycle Management (Billing, Collections)

### Advanced Topics in Health Care Finance

- Mergers and Acquisitions
  - Motives for Mergers and Acquisitions
  - Types of Mergers
    - Friendly Takeover
    - Hostile Takeover
  - Corporate Alliances
  - Goodwill
  - Valuing the Business
  - Setting the Bid Price
  - Structuring a Takeover Bid
  - Due Diligence Analysis
  - Antitrust Considerations
  - Accounting for Combined Businesses
- Allocating Costs
  - Cost-to-Charge Ratio
  - Step-Down Method
    - Allocating Utility Costs
    - Allocating Administrative Costs
    - Allocating Laboratory Costs
  - Activity-Based Costing Method
- Future of Health Care Finance
- Changing Regulations
- Changing Reimbursement Methods
  - Pros & Cons of a Single-Payer System

### The Reform Movement

# Bryant & Stratton College – Course Syllabus

# Bryant & Stratton College – Course Syllabus

<b>HTHS 305 LEGAL ASPECTS OF HEALTHCARE MANAGEMENT</b>			
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<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Winter 2014</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b> AHLT 111 Introduction to Healthcare	<b>Co-requisite(s):</b>	Date of Last Revision: 11/2013
<b>COURSE CATALOG DESCRIPTION:</b>			
This course explores in part the essential legal aspects ethical and bioethical components of the health care industry.. Included is background information regarding the evolution of the health care system as well as a primer in applicable health care laws. Students learn about the anatomy of a lawsuit as well as the responsibilities and liabilities of all health care professionals and organizations. Patient rights and responsibilities are discussed along with the ethical responsibilities of health care providers.			
<b>LEARNING OUTCOMES</b>			
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<b>Course Outcomes:</b> Upon completion of this course, students will be able to:			
<ol style="list-style-type: none"> <li>1. Debate the “right” to health care in the U.S. from a global perspective.</li> <li>2. Analyze laws that apply to the health care environment.</li> <li>3. Articulate the rights and recourse of a health care professional as it applies to the legal process for a lawsuit.</li> <li>4. Examine the specific rights and responsibilities of health care professionals.</li> <li>5. Analyze the liability issues for health care corporations, departments within a health care organization, as well as various occupations within the health care field to inform decision making.</li> <li>6. Explain the meaning of “Informed Consent” and describe the various forms of consent.</li> <li>7. Examine the rights and responsibilities of a patient.</li> <li>8. Analyze the ways in which a patient’s privacy is protected for effective healthcare records, and situations that mandate patient information reporting.</li> <li>9. Examine acts by a health care professional or organization that would be considered criminal.</li> <li>10. Explain the purpose of contracts and antitrust within the health care setting.</li> <li>11. Articulate the ethical codes that govern health care providers.</li> <li>12. Examine the rights of vulnerable populations in regards to biomedical ethical issues.</li> <li>13. Explain the health care provider’s role in end of life decisions, and the role of patient rights in end of life decisions.</li> </ol>			
<b>Institutional Outcomes:</b>			
<ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
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<b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### Introduction to Public Health, Ethics, and Human Rights

- Health Care Historical Perspective
- Ethics and Human Rights Perspectives

### Health Care Law

- Introduction to Law
  - Sources of Law
  - Government Organization
- The Legal System
- Alternative Dispute Resolution
- Major Areas of Health Care Law
- Health Care Law vs. Public Health Law
- Reading the Law

### Legal Process

- Attorney-Client Privilege
- Pleadings
- Liability of Selected Departments

### Physicians and the Law

- Physician Supervision and Monitoring
- Physician Negligence
- Misrepresentation of Credentials
- Limitations of Requested Privileges
- Timely Diagnosis
- Misdiagnosis
- Medication Errors
- Surgery
- Failings
- Delaying Treatment
- Inadequate History and Examinations
- Choice of Treatment
- Efficacy of Test Questioned
- Imaging Studies/Radiology
- Aggravation of Pre-existing Condition
- Loss of Chance of Survival
- Possibility of Survival Destroyed
- Lack of Documentation
- Premature Discharge
- Infections
- Abandonment
- Improper Performance as a Physician
- 

### Nurses and the Law

- Broadening Scope of Practice
- Nursing Diagnosis
- Nurse Licensure
- Professional Organizations
- Nursing Negligence
- Fields of Nursing
- Medication Errors
- Failings
- Burns
- Infections
- Inappropriate Care
- Delay in Treatment
- Switching of Infants

### Patient Rights and Responsibilities

- Patient Self-Determination Act
- Patient Rights
- Patient Responsibilities
- Patient Advocacy

### Privacy and Confidentiality

- Health Insurance Portability and Accountability Act (HIPAA)
- Health Care Records Management
- Legal Reporting Requirement

### Criminal Aspects of Health Care

- Criminal Law
- Criminal Procedure
- False Claims
- Kickbacks
- HIPAA and Health Care Fraud
- Medicare Fraud and Abuse
- Records Falsification
- Misuse and Theft of Drugs
- Physician Victims of Fraud
- Murder
- Petty Theft
- Sexual Assault

### Contracts and Antitrust

- Purpose of a Contract
- Types of Contracts
- Elements of a Contract
- Breach of Contract
- Corporate Contract
- Partnerships
- Agents
- Independent Contractors
- Legality of Object
- Conditions
- Performance
- Nonperformance Defenses
- Statute of Limitations
- Remedies
- Employment Contracts
- Medical Staff Bylaws: A Contract
- Exclusive Contracts
- Restraint of Trade
- Federal Trade Commission
- Sherman Anti-Trust Act
- Hospital Staff Privileges
- Patient Transfer Agreement
- Insurance Contract
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### Health Care Ethics

- Codes of Ethics
- Morality
- Virtues and Values
- Situational Ethics
- Autonomy
- Organizational Ethics
- Professional Ethics

# Bryant & Stratton College – Course Syllabus

- Patient Falls
- Restraints
- Surgery: Foreign Objects Left In Patients
- Improper Sterilization
- Monitor Alarm Disconnected

## Liability

- Health Care Relationships
- Authority of Health Care Corporations
- Corporate Organizations and Committee Structure
- Doctrine of Respondeat Superior
- Corporate Negligence
- Duties of Health Care Corporations
- CEO Administrator's Role and Responsibility
- Medical Staff
- Theories of Liability
  - Non-intentional Torts
  - Intentional Torts
  - Breach of Contract
  - Breach of Warranty
  - Ostensible Agency
- The Tort System
  - Arbitration and Mediation
  - Structured Awards
  - Pretrial Screening Panels
  - Collateral Source Rule
  - Contingency Fee Limitations
  - Countersuits by Physicians
  - Joint and Several Liability
  - Malpractice Caps
  - No-Fault System
  - Peer Review
  - Professional Misconduct
  - Regulation of Insurance Practices
  - Require Implementation of Best Practices
  - Risk Management
  - Continuous Quality Improvement
  - National Health Care Reform
  - Alternatives to the Tort System
- Liability of Selected Health Care Profession
- Liability of Selected Departments
- Defenses and Limitations on Liability
- Certification of Health Care Professionals
- Licensing Health Care Professionals
- Suspension and Revocation of License

## Patient Consent

- Informed Consent
- Assessing Decision-Making Ability
- Lack of Consent
- Information to be Disclosed
- Adequacy of Consent
- Consent
- Right to Refuse Treatment
- Release Forms
- Exculpatory Agreements
- Claims

- Paternalism
- Healthcare Ethics Committee
- Autonomy and Removal of Life Support
- Euthanasia
- Advance Directives
- Patient's Obligation to Make Medical Wishes Known
- Futility of Treatment
- Withdrawal of Treatment
- Do-Not-Resuscitate Orders
- Autopsy
- Organ Donations
- Research and Experimentation

## Reproduction

- Fetal-Maternal Decision Making
- Abortion
- Assisted Conception
- Status of Gametes and Embryos
- Human Cloning
- Sterilization
- Wrongful Birth and Wrongful Life
- Ethical Challenges of New Reproductive Technology

## End of Life Decisions

- Long Term Care Issues
- Respecting Autonomy of Elders
- Death, Medicine, and Family Decision Making
- Withdrawal of Fluids and Nutrition
- Removal of Life Support
- Do-Not-Resuscitate Orders (DNR)
- Advanced Directives
- Defining Death
- The "Right to Die"
  - United States Constitution
  - Patients with Decisional Capacity
  - Patients without Decisional Capacity
  - Children and Newborns
  - Criminal and Civil Liability
  - Ethical Issues of Physician-Assisted Death

# Bryant & Stratton College – Course Syllabus

<b>HTHS 302 HEALTH SERVICES MANAGEMENT II</b>			
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.			
<b>Semester Credit Hours: 3</b>		<b>Instructional Hours:3</b>	
<b>Proficiency Available: NO</b>		<b>Term: Winter 2014</b>	
<b>Prerequisite(s):</b> HTHS 301 Health Services Management I		<b>Co-requisite(s):</b>	<b>Date of Last Revision:</b> 11/2013
<b>COURSE CATALOG DESCRIPTION:</b> This course provides the student with advanced concepts and applications of the management process in health care. Perspectives from organizational theory and management provide a conceptual basis for understanding and analyzing the practice of management in health care organizations. An overview of the strategic management process is provided. Advanced principles of management in health service organizations, focusing on legal and ethical concepts, corporate compliance, long-range planning, growth through alliances and affiliations, and future trends are discussed.			
<b>LEARNING OUTCOMES</b> Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life. <b>Course Outcomes:</b> Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>• Employ best practice management and effective leadership techniques to improve employee and organizational performance.</li> <li>• Recognize and respond to the complex legal and ethical concepts relating to the management of health care organizations.</li> <li>• Identify issues and evaluate strategies surrounding corporate compliance, conflicts of interest, fiduciary responsibility, fraud, and abuse in health care organizations.</li> <li>• Describe the relationship and responsibilities between and among management and the board of directors in health care organizations.</li> <li>• Explore and articulate effective process through which health care organizations develop and implement strategic and long-range planning and identify outcome measures.</li> <li>• Identify issues surrounding corporate strategic alliances, mergers, and affiliations.</li> <li>• Analyze future trends and challenges in health care.</li> </ul> <b>Institutional Outcomes:</b> <ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
<b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b> Instructors at Bryant & Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.			
<b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### Organizational Structure and Behavior

- Organizational Theory and Design
- Organizational Structure and Staffing
- Teamwork
  - Who Is on the Team?
  - Team Communication
  - Managing Teams of Healthcare Professionals
- Intergroup Relationships
- Managing Under Difficult Circumstances
  - Cutbacks/Downsizing
  - Fluidity and Constant Change
- Committees
  - Purpose and Use of Committees
  - Limitations and Disadvantages
  - Enhancing Committee Effectiveness

### Leadership

- Leadership vs. Management
- Leadership Styles
- Barriers and Challenges

### Performance Improvement in Health Care

- Defining Quality in Health Care
- Role of the Manager in Creating High-Performance Health Care Organizations
- Quality Assurance
  - QA Assumptions and Actions
  - Managing Ongoing QA
- Peer Review and Quality Improvement
  - Professional Standards Review Organizations (PSROs)
  - Peer Review Organizations (PROs)
- Continuous Quality Improvement
  - CQI in Health Care
  - Applying CQI
- Other Quality Improvement Models
  - Benchmarking
  - Six Sigma Strategies
- Assessment of Healthcare System Improvement
- Adapting Customer Service Techniques to the Health Care Environment

### Legal and Ethical Imperatives

- Ethical and Legal Concepts in Health Care
  - Biomedical Concerns
  - Research Hospitals
  - Beginning- and End-of-Life Care
- Role of the Health Care Manager in Legal Concerns
- Conflicts of Interest
- Torts

- Contracts
  - Elements of Contracts
  - Writing, Renewing, and Ending of Contracts Malpractice
- Safety and Security

### Corporate Compliance, Fraud, and Abuse

- Fraud and Abuse in the Health Care System
- Medicare and Medicaid Fraud and Abuse
- Kickbacks and Self-Referrals
- OIG Advisory Opinions
- Management Responsibility for Compliance
  - Internal Controls
  - Corporate Compliance Programs
  - Model Compliance Plans
- Accreditation and Licensure
  - Managing the Accreditation Process
  - Maintenance of Licensure
- Managing HIPAA Compliance

### Governance and the Board of Directors

- Governance Principles and Functions
- Roles and Responsibilities of the Board in Health Care
- Board Effectiveness
- Board/Management Relations
- Paying the Board

### Strategic and Long-Range Planning

- Purpose and Importance of Strategic Planning
- The Role of the Healthcare Manager in Strategic Planning
- The Planning Process
  - Defining Core Values, Philosophy, and Mission Statements
  - Setting Goals and Objectives
- Environmental Analysis and Assessment
- Strengths and Weaknesses Analysis
- Rollout and Implementation
- Monitoring and Control

### Growth through Strategic Alliances and Affiliations

- Alliances in Health Care
  - Purpose of Alliances
  - Types of Alliances
  - Ongoing Management of Alliances
- Mergers and Affiliations

### Future Trends in Health Care

- The Globalization of Health Care
- The Aging U.S. Population
- Meeting the Needs of America's Recent Immigrant Population
- Competition from Emerging Health Care Delivery Options
- Information Transparency and its Effect on Patient Safety
- Terrorism and Disaster Management
- Consumer-directed Health Care

# Bryant & Stratton College – Course Syllabus

<b>HTHS 301 HEALTH SERVICES MANAGEMENT I</b>			
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<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Winter 2014</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b>	<b>Co-requisite(s):</b>	Date of Last Revision: 11/2013
<p><b>COURSE CATALOG DESCRIPTION:</b></p> <p>This course provides an overview of global health care systems and a review of the theoretical, conceptual foundations, and practices of health services management. The manager's role in planning, organizing, staffing, directing, and monitoring are introduced and discussed. Approaches to managing major functional areas of the health care organization are reviewed including communication, human resources, financing and budgeting, and legal/regulatory. Students will understand governance in an organization and learn about best practices for quality and ethical management and the importance of monitoring influences in the external environment.</p>			
<p><b>LEARNING OUTCOMES</b></p> <p>Bryant &amp; Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.</p> <p><b>Course Outcomes:</b> Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the current health care system from a global perspective.</li> <li>• Assess the role, trends, and challenges in health care management</li> <li>• Employ basic management techniques in health care organizations.</li> <li>• Develop an understanding of and implementation strategies for motivation and conflict resolution in health care.)</li> <li>• Evaluate the critical role that communication plays in a health care organization.</li> <li>• Articulate the function and importance of human resources management.)</li> <li>• Identify issues in staffing and organization of health care personnel.</li> <li>• Identify the significant role of information technology in health care management.</li> <li>• Identify future trends in legal, regulatory, and ethical issues.</li> <li>• Demonstrate an understanding of financial responsibility and the budgetary process in health care</li> </ul> <p><b>Institutional Outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Information Literacy and Communication</b> - Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</li> <li>• <b>Relational Learning</b> - Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</li> <li>• <b>Thinking Abilities</b> - Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</li> <li>• <b>Quantitative and Scientific Reasoning</b> - Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</li> <li>• <b>Community and Career</b> - Participate in social, learning, and professional communities for personal and career growth.</li> </ul>			
<p><b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b></p> <p>Instructors at Bryant &amp; Stratton College, are content-area experts, select the textbooks and media associated with all courses. The supplemental syllabus identifies the resources students must acquire for this specific course.</p>			
<p><b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.</p>			

# Bryant & Stratton College – Course Syllabus

## TOPICS TO BE COVERED MAY INCLUDE:

### Overview of the U.S. Health Care System

- Classifying Health Care Systems
  - Hospitals
  - Ambulatory Care
  - Acute Care
  - Mental Health Services
  - Other Health Care Institutions and Providers
- The Profit Sector
- The Nonprofit Sector
- Government and the Health Care System
- The Changing Health Care System
  - Economic Influences
  - Social Influences
  - Political Influences
  -

### Role of the Health Care Manager

- Career Opportunities in Health Care Management
  - Academic Requirements
  - Professional Affiliations
    - ACHE
    - MGMA
    - HFMA
    - AHIMA
    - ACHCA
- Managerial Authority and Rising through the Ranks
- Values and Ethics in Management
- Skills and Knowledge for Managers
  - Creating the Organization Chart
  - Line and Staff Relationships
  - Problem Solving
  - The Importance of Delegation
- Quality Management
  - Quality Indicators

### Motivation and Conflict Management

- Attitude and Behavior
- Motivation and Employee Satisfaction
- Motivating Professionals
  - Physicians
  - Registered Nurses
- Motivating Semiprofessionals and Emerging Professionals
  - Licensed Practical Nurses/Licensed Vocational Nurses
  - Aides
  - Midlevel Practitioners
- Motivating Allied Health Professionals, Consultants, and Independent Contractors
- Approaches to Conflict Management
  - The Causes of Conflict
  - Levels of Conflict
  - Managing Conflict
  - Negotiation and Third-party Intervention
  - Organizational Motivation
  - Incentives and Rewards

### Communication Function of the Manager

- The Critical Role of Communication

- Incentives and Rewards

### Communication Function of the Manager

#### The Critical Role of Communication

- Effective Communication Skills
- Effective Negotiation Skills

### Human Resources Management

- Key Functions of Human Resources Management
- Workforce Planning and Recruitment
- Employee Retention
  - Orientation
  - Training and Development
  - Mentoring
- Cultural Diversity
  - Diversity Staff Training
  - Cultural Competency in the Workplace
- Performance Management
- Legal and Contractual Responsibilities
- Employees as Drivers of Organizational Performance
- Downsizing

### Information Technology and the Health Care Administrator

- Introduction to Information Technology in Health Care
- Health Information and its Users
- The Role of the Manager in Information Technology

### Financial Management of Health Care Organizations

- Elements of Health Care Finance
- Financial Governance and Responsibility
- Understanding the Budgetary Process
- Managing Reimbursement
  - Private Health Plans
  - Medicare and Medicaid
  - The Uninsured
- Other Services
  - Pharmacy Service
  - Food and Nutrition Service
  - Housekeeping and Environmental Service

### Current Trends and Issues in Health Care Management

- National Health Spending
- Paying for Health Care
  -
- Politics and Health Insurance
  - Major Legislation
  - Statistics on Health Insurance Coverage and Costs

### Future Trends and Issues in Health Care Management

# **Bryant & Stratton College – Course Syllabus**

Change in Home Healthcare

Student's Name

Bryant & Stratton College

HTHS 470 Capstone Continuum

Salman Afsar, MD

April 1, 2014

### **Introduction**

Most people are opposed to change for the fear of the unknown; “fear of change is a common phenomenon” (Castelnuovo-Tedesco, 1998, p. 101). People though can change into patients on a moment’s notice and the fear of their condition, where they will stay during recovery, and how fast they will recover can be overwhelming. Aurora Visiting Nurse Association (VNA) of Wisconsin is there to help patients deal with these changes and make their lives easier by keeping them in their homes to help them recover in a familiar environment. In addition to the patients going through changes, Aurora VNA staff experiences changes too and each member of the organization can be affected by change in a positive or negative way. This paper will look at the current processes, changes, and results conducted to make a department within Aurora VNA more effective and efficient; while improving communication within a team.

### **Aurora VNA History**

Aurora VNA of Wisconsin provides care to patients in places as far north as the Nicolet National Forest, as far west as Marathon and Jefferson counties, east to Lake Michigan, and to the Illinois border. Aurora VNA still does charitable work in the community as it had when it began, but has now become a non-profit organization. The history of a “Visiting Nurse” is briefly explained on the Aurora VNA website;

“The Aurora Visiting Nurse Association of Wisconsin was founded in 1906 with an idea conceived by Milwaukee businesswoman Sarah Boyd. Mrs. Boyd had been having her family's nurse visit the homes of ill employees of the Shadbolt-Boyd Iron Company, where Boyd served as president. In 1906, she hired a nurse from Chicago's Visiting Nurse Association to live in her home and go out on charitable cases. In 1907 the VNA of Milwaukee was incorporated, with Boyd as

president. (She served in that role until her death in 1924). More nurses were added. That year 4 VNA nurses visited 698 sick, injured, and chronically or terminally ill patients. In 1908, the VNA held its first fund-raising event. Infant welfare clinics were added to the services. Care was provided for sick children in the public schools and for tuberculosis patients at the South Side Free Dispensary. In 1920 the VNA began caring for pregnant women and new mothers. This continued until 1976, when that program was transferred to the Milwaukee Health Department. In 1946 the American Cancer Society and the Foundation for Infantile Paralysis contracted with the VNA to care for cancer and polio patients. In 1958 the VNA extended its services beyond Milwaukee County to include other communities in the Milwaukee area. It also began providing part-time housekeeping and personal care for patients. The Aurora Visiting Nurse Association of Wisconsin became part of Aurora Health Care in 1988. It now serves people throughout eastern Wisconsin” (2014c, p. 1). In 2007 The Aurora Visiting Nurse Association celebrates its 100 year anniversary! (Aurora VNA, 2014b, p.1).

With all of these milestones Aurora VNA is still serving patients today in Eastern Wisconsin and will continue to do so to meet their community’s needs. “The Aurora VNA provides health care solutions that enable people to remain independent within their communities” (Aurora VNA, 2014a, para. 2). Aurora VNA of Wisconsin offers numerous services for their patients spanning each patient’s lifetime with three main branch locations in Green Bay, Metro Milwaukee, and Burlington. Services include “skilled nursing, home health aide services, pediatrics, hospice, rehabilitation therapy, IV

therapy and respiratory therapy, tele-monitoring services, social services, and specialty services” (Aurora VNA, 2014d, p. 1). In addition, to providing many services Aurora VNA also accepts numerous insurance plans and they work with self-pay patients and families to make sure they are getting quality care at an affordable cost. Each year Aurora VNA looks for new innovative ways to serve its patients and its staff.

### **Current Practices by other Team Assistants and Nursing Teams**

Aurora VNA Metro Milwaukee location has eight nursing teams and has a team assistant (TA) assigned to them to coordinate patient assignments on a daily basis; seven out of eight teams used a system of a huddle call (or conference call) to assign patients to everyone each morning or afternoon depending on the team preference. For example, the Grafton/Greater Milwaukee East and West area nursing team has their huddle at 7:45 am every morning and this includes the TA, nursing staff working that day, and a supervisor or manager on the call. The supervisor or manager will start the call with any important announcements for the day and then the TA does a roll call to make sure all nurses that should be working that day are and confirm their schedule for day. After announcements and roll call the TA will announce all new and existing patient referrals that need to be seen for day. Each nurse if they have available time in their schedule is expected to add a new or existing patient(s) to their day. If there are any schedule conflicts with the schedule the nurses; the TA, and supervisor/manager will suggest appropriate changes to each RN schedule to accommodate as many patients as they can for the day. After all this is done usually taking less than fifteen minutes each morning the TA has the remainder of the morning to assist other team assistants’, answer numerous patient calls, and go on with the day to day duties that need to be accomplished to make sure the organization runs the way it is intended to run. This process has been around for a few years now and has shown to be

effective in other areas of Aurora VNA with proof being that other areas, for example the referral department, are using the process of a huddle call to be more efficient to serve their patients and staff.

### **The Problem**

The health care field is evolving every day and will continue to do so as our population increases and decreases over time. With these changes come internal changes within home healthcare organizations. Everyone in the organization has a role to play and without a way to measure performance, organizations would not be able to see their short comings and make improvements. Aurora VNA recently hired a new TA to assist the Pediatrics Department after they had recently lost their team assistant of over ten years and this change affected them deeply. The Manager for the TA department noticed a problem within the group of TA's when it was brought their attention that the Pediatrics TA was on the phone coordinating schedules for the nurses for two to three hours per morning. This was not an acceptable practice for the department since the TA was expected to be a team player, assign schedules quickly, and help in other areas of the department that needed attention on a daily basis. The Manager of the TAs was aware of the changes that the Pediatrics had recently been through, but at the same time "change" had to happen to make both departments (TA and Pediatrics) more efficient and work as a cohesive team for the organization.

The Manager and TA started meeting every week and talking about how to get a huddle call started within the Pediatrics Department in February of 2013. The Manager also met with the Director of Pediatrics to discuss the benefits for both teams if a huddle call was initiated, and there was some resistance from the Director to the a huddle due to the changes the Pediatric nurses had already been through. At the end of February though there was a new Pediatrics

Supervisor out of orientation and this supervisor was ready for “change” and saw right away the benefits of the huddle call for the TA and the Pediatrics nurses and soon the changes began to happen. The TA talked to senior members of the Pediatrics nursing team to see what their opinion of the huddle call would be and most were open to the idea as long as the process was quick and efficient. Other nurses in the department were also approached with the idea in the monthly staff meeting and some did not like the idea, but some saw the benefits to the huddle call and welcomed the new ways the Pediatric Department leaders and TA were trying to help them. Again everyone “fears change,” but with a well thought out plan and communication with those involve the process of the huddle call could begin.

The Pediatrics team had a problem; they wanted to function as a team, but were not functioning as other nursing teams within the organization. “Consequences of poor healthcare team functioning include unhealthy work environments and poor patient outcomes, poor staff morale, loss of learning opportunities, a tendency for staff to work as a group of individuals rather than a team and reduced job satisfaction” (Pereira, 2013, p. 7). The Pediatrics Supervisor and TA noticed some of these issues happening and wanted to make the team better for everyone involved. To help the Pediatrics Department to make improvements to its department the organization first hired a new Team Assistant (TA) in January 2013 and Nursing Supervisor in October 2013. The TA and Nursing Supervisor’s duties are to make sure the team runs efficiently to see all patients needing to be seen the for the day, assign those patients to the appropriate registered nurse (RN), to give options to the RN on which patients to see based on location and diagnosis, and to do this all in timely manner. Team building starts with “Communication in groups’ functions to promote sound reasoning, prevent errors, and build productive relationships among members” (S.A. Beebe and J.T. Masterson, 2009, p. 47). The TA

discovered a problem with communication process and patient assignments needing to be done on a daily basis, and with the help of the Nursing Supervisor they developed a plan to help everyone on the team be more efficient and provide better patient care. The plan was to initiate a daily huddle call (or conference call) as soon as possible for the Pediatrics team to participate in each morning to obtain their patient assignments each day and to have better communication between the team.

### **The Pilot: Steps 1-3**

After many discussions and planning meetings from January 2013 to April 2014 with the Team Assistant Manager, Director of Pediatrics, Pediatrics Supervisor, and TA below is a breakdown of the process of the huddle call that started. According to Mary E. Stefl, PhD (2008), professor and chair, of the Department of Health Care Administration at Trinity University in San Antonio, Texas, author of the article Common Competencies for All Healthcare Managers: The Healthcare Leadership Alliance Model, she states that, “Communication and Relationship Management [is based on] the ability to communicate clearly and concisely with internal and external customers, to establish and maintain relationships, and to facilitate constructive interactions with individuals and groups” (p. 364). The below memo was sent out to communicate what to expect and what was expected during the new process. May 2013 started the “Huddle Call” Pilot in the Pediatrics Department with the following protocols and goals to accomplish:

“Daily Huddle Pilot to Start Monday, May 13th

1. Call promptly at 0815 AM each morning: 414-222-1111 Conf ID 006502#
2. Attendance will be taken

3. TA will run through what is on your schedule and scheduled hours for day RN is working. RN is to confirm accuracy of schedule.

4. Review of visits/SOC's, etc. (including name, diagnosis (dx), and location) will occur and assignments will be determined

\*\*Note: If unable to attend due scheduled visit at 0830, notification to TA must occur prior to start of huddle.

Benefits to individual/team:

- Quick/easy distribution of visits that need to be covered
- Awareness of who is working that day and who may need help
- Less frequent communication back and forth to determine appropriate assignments
- Greater ability to pick your patients based on location/dx
- Should take approx. 5-10 minutes when effective” (A. Felton, personal communication, April 10, 2013).

The second change to the huddle call process started in June 2013; the Pediatric Nurses decided they wanted to change the start time of the huddle call which was at 0815 AM to 0800 AM. The decision helped the team gain more time in the morning to look up patient information and plan their day more efficiently. The third change happened in October 2013 with the addition of important announcements being made prior to roll call or picking assignments and the exemption of the patient name when discussing assignments. Finally, in February 2014 a survey was conducted to get feedback from the nurse to see if they felt the huddle call was meeting its original goals set forth in May 2013.

### **Re-cap of the Plan and Results**

The Pediatrics Department will test the process of a huddle call every morning to improve communication and elevate time spent on the phone in the morning by the TA. We hope to reduce the time spent on the phone during the morning.

Steps to execute:

1. We will monitor how long the huddle call is each morning.
2. Each call will consist of announcements, roll call, patients to be seen, and assignments.
3. We will try this for 2 weeks. (making changes as need and re-testing)

The Manager of the TAs and Nursing Supervisor observed that the team assistant had more time each day to spend helping other departments and patients. They noticed that the team assistant could make all announcements of patients who needed to be seen that day within 15 minutes instead of hours of back and forth calling to each nurse every morning. The Pediatrics nurses were more cooperative about taking assignments.

The TA and Nursing Supervisor learned that by working together and open communication on the huddle call they were able to get the huddle call down to 15 minutes at the end of the 2 weeks and down to 10 minutes during the following 2 weeks. The huddle call process does work well and the proof in the decreased time spent on the call each morning.

After the 1<sup>st</sup> cycle of the plan it was concluded that the TA and Nurses were less stressed by only having to make/participate one call in the morning. The team was providing feedback to how the process was working or not working for them. The TA and Nursing Supervisor encouraged everyone to provide feedback and would make changes as the process went on to benefit everyone.

On February 12, 2014 the “Huddle Call” follow up survey was given to the Pediatrics nurses to get feedback on how the process was working for them and what steps could be taken

to improve our efforts to become more efficient and communicate better. The following questions were asked in a yes or no format:

#### Daily Huddle Pilot Follow up Survey

1. Do you think we have met all these benefits since the huddle calls have started?

- |        |   |
|--------|---|
| Y or N | Quick/easy distribution of patients that need to be covered             |
| Y or N | Awareness of who is working that day                                    |
| Y or N | Less frequent communication back and forth to determine assignments     |
| Y or N | Greater ability to pick your patients based on location/dx              |
| Y or N | Important announcements are helpful during huddle instead of voicemails |
| Y or N | Huddle call is approx. 5-10 minutes                                     |

2. What other improvements do you believe could be made to improve the huddle call? (A. Holley, personal communication, February 14, 2014).

After almost a year, 9 Pediatric nurses were surveyed, 6 surveys were returned, and 4 out of 6 nurses felt that “yes” all the benefits were being met since the huddle call process started. Other improvements/comments from the nurses to answer question 2 on the survey were the following:

1. Still prefer not to have it.
2. Would it be possible to send an email with the days of the week and number of hours/day each RN works?
3. Instead of giving exact addresses; areas or major cross streets maybe more helpful.
4. It would be helpful is we could do a huddle call at the end of the day to schedule patients for the next day.
5. Leadership asking if anyone needs help; recognizing who is over productivity. (Pediatric RNs, personal communication, February 16, 2014).

These results are being evaluated by the Nursing Supervisor and TA and follow up will take place during the next few monthly staff meetings to discuss these improvement/comments in further detail.

### **Conclusion**

The huddle call process is now a standing protocol with the Pediatrics Department and it has been successful and within a year everyone on the team is working together as a “team” now. With hard work, dedication, and patience the TA and Pediatrics Department are working efficiently to better serve our patients, ourselves, and the organization. There are still going to be challenges and changes that occur within the team and organization, but after only a year the team has proven that change is possible and does benefit everyone.

Aurora VNA is always re-evaluating its current practices to make improvements on its practices and looking for better ways to make the organization more efficient and to provide quality patient care. By evaluating current processes, making changes, and utilizing feedback the Pediatrics Department and TA have become more effective and efficient; while improving communication within the team. Keeping a level head, seeing the positives and negatives, and having open communication will assist any organization and its staff get through change.

## Reference

Aurora Visiting Nurse Association. (2014a). Aurora Visiting Nurse Association (VNA) of Wisconsin. Retrieved from <http://www.aurorahealthcare.org/services/vna/index.asp>

Aurora Visiting Nurse Association. (2014b). Aurora VNA timeline. Retrieved from <http://www.aurorahealthcare.org/services/vna/history/timeline.asp>

Aurora Visiting Nurse Association. (2014c). History of the Aurora VNA of Wisconsin. Retrieved from <http://www.aurorahealthcare.org/services/vna/history/history.asp>

Aurora Visiting Nurse Association. (2014d). Home Health Services. Retrieved from <http://www.aurorahealthcare.org/services/vna/services.asp#nursing>

Beebe, S. A., & Masterson, J. T. (2009). *Communication in small groups: Principles and practice*. Boston: Allyn and Bacon.

Castelnuovo-Tedesco, P. (1989). The fear of change and its consequences in analysis and psychotherapy. *Psychoanalytic Inquiry*, 9(1), 101-118.

Pereira, D. J. (2013). Opening the 'black box' of Human Resource Management's association with team characteristics and performance in healthcare: lessons from rehabilitation services in public hospitals. *Signature*.

Stefl, M. E. (2008). Common competencies for all healthcare managers: the Healthcare Leadership Alliance model. *Journal of healthcare management/American College of Healthcare Executives*, 53(6), 360.

# HEALTH SERVICES ADMINISTRATION PROGRAM

CODE: HSAD-\_\_\_\_-BS

## NEW STUDENT

NAME: \_\_\_\_\_ ID#: \_\_\_\_\_

SEMESTER 1		Pre-Requisites
	AHLT 111/MAAT111 Introduction to Healthcare	AHLT 100
	COMM 150 Introduction to Information Literacy & Research	
	ENGL 101 Research and Writing I	Placement
	AHLT 100/ MAAT 100 Medical Terminology	
	SOSC 102 Principles of Sociology	

SEMESTER 2		Pre-Requisites
	AHLT 120/MAAT120 Anatomy & Physiology I	AHLT 100
	PSYC 101 Principles of Psychology	
	COMM 201 Public Speaking & Rhetorical Persuasion	COMM 150
	MATH 103 Survey of Math	Placement or MATH 097
	PHIL 250 Practices in Analytic Reasoning & Critical Thinking	

SEMESTER 3		Pre-Requisites
	AHLT 125/MAAT125 Anatomy & Physiology II	AHLT 100
	ECON220 Macroeconomics	
	AHLT 245/MAAT245 Medical Office Systems/Electronic Records	COMM150; AHLT 100
	AHLT 235/MAAT235 Healthcare Reimbursement/Billing Emphasis	COMM 150; AHLT 100
	ENGL 250 Research and Writing II	ENGL 101
	CMSM 001 Internship Prep Seminar	

SEMESTER 4		Pre-Requisites
	HTHS 270 Health Services Internship	CMSM001
	MATH 309 Statistics	MATH 103
	HTHS 301 Health Services Management I	
	ACCT 110 Accounting I	
	XXXX Social Science Elective	

**Humanities Electives:** LITR 120, LITR 320, ENGL 295, PHIL 317, HUMA 315 HUMA 316

**Social Science Electives:** SOSC 318, SOSC 330, HIST 300, HIST 315, ECON 325, INSM180

Last Revised Date: 1-2013

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# HEALTH SERVICES ADMINISTRATION PROGRAM

CODE: HSAD-\_\_\_\_-BS

<b>SEMESTER 5</b>		<b>Pre-Requisites</b>
	HTHS 305 Legal Aspects of Healthcare Management	AHLT 111
	HTHS 302 Health Services Management II	HTHS 301
	ENGL 305 Research & Writing III	ENGL 250
	PHIL 310 Logic and Reasoning	PHIL 250
	HTHS 315 Healthcare Finance & Accounting Management	ACCT 110; HTHS 301

<b>SEMESTER 6</b>		<b>Pre-Requisites</b>
	HTHS 405 Long-Term Care Management	AHLT 111
	SOSC 301 Interpersonal Relations and Group Dynamics	SOSC 102
	HTHS 310 Healthcare Information Systems Management	COMM150
	XXXX Arts & Humanities Elective	
	XXXX Open Elective	

<b>SEMESTER 7</b>		<b>Pre-Requisites</b>
	HTHS 410 Health Research Methods	COMM 150, MATH 309
	HTHS 400 Disaster Planning & Management	AHLT 111
	PSYC 310 Organizational Psychology & Communication	PSYC101
	XXXX Open Elective	
	XXXX Arts & Humanities Elective	

<b>SEMESTER 8</b>		<b>Pre-Requisites</b>
	BUSS 410 Performance Management	HTHS 302
	XXXX Open Elective	
	XXXX Arts & Humanities Elective	
	HTHS 470 Health Services Practicum	
	XXXX Social Science Elective	

**Major Electives: None**  
**1/2013**

Last Revised Date: 1-2013

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# Health Services Management I HTHS 301 Syllabus Supplement

Instructor: **Debra Davis, MSHCM** E-mail: [ml.davis.debra@mail.bryantstratton.edu](mailto:ml.davis.debra@mail.bryantstratton.edu) OR [debra.davis@cancer.org](mailto:debra.davis@cancer.org)

**Class:** HTHS 301 Health Services Management I

**Class Time:** 6:00pm-8:45pm

**Skills Assistance:** Tuesdays  
5:30-6:00pm and 8:45-9:05pm

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## Welcome to Health Services Management I

I am honored to be before you to teach you more about your health care career through an understanding of the legal aspects of ethical and bioethical components of the health care industry. As a former health care administrator, my goal is to provide avenues for all members of our society to access quality health care. I hope that you are also inspired during this semester to promote a healthier society.

As healthcare professionals you will be challenged to provide quality outcomes. We will use various media in our student centered learning, to assist you to understand and retain necessary information. You will also work in teams and your ideas will be presented, in order to increase the effective communication, collaboration and leadership skills necessary in the real workplace. Skills can be taught but you choose your attitude. Your active participation through written assignments, class participation, cooperative efforts and teamwork will help you to learn not only the course material but how to function most effectively in a dynamic healthcare environment. The more you put into your educational experience, the more you will achieve.

### Required Text and Media (Includes PowerPoint, internet research and business contact)

Buchbinder, Sharon B. and Shanks, Nancy H. (2007) *Introduction to Health Care Management*. Sudbury, Massachusetts: Jones and Bartlett Publishers. ISBN: 10:0-7637-3473-X

Shi, Leiyu and Singh Douglas A. (2010) *Essentials of the U.S. Health Care System*. Sudbury, Massachusetts: Jones and Bartlett Publishers. ISBN: 13-978-0-7637-6380-0

### Available Resources

The Bryant & Stratton College *APA Style Guide* – Copies are available in the Library and on the campus Library Portal. Do not remove copies from Library without permission.

The Libraries (both campus-based and virtual) will be valuable sources for research (books, periodicals, web-based resources). The campus librarian(s) and the online 24/7 reference librarians (available through QuestionPoint™) will be invaluable resources for research help.

Students also have access to SMARTHINKING, a resource that offers live online tutoring and writing lab. <http://www.smarthinking.com/>

Additionally, the Learning Center on campus is a valuable source for both face-to-face and computer-aided tutoring in a number of specific areas that can impact success in this course.

### Course Description

This course provides an overview of global health care systems and a review of the theoretical, conceptual foundations, and practices of health services management. The manager's role in planning, organizing, staffing, directing, and monitoring are introduced and discussed. Approaches to managing

major functional areas of the health care organization are reviewed including communication, human resources, financing and budgeting, and legal/regulatory. Students will understand governance in an organization and learn about best practices for quality and ethical management and the importance of monitoring influences in the external environment.

### **Plan on Being Successful!!**

- Having perfect attendance: This is a fast paced course and material presented one day is not repeated on subsequent days. The best way to ensure you don't miss any thing is to **be in class every day**. If you fall behind it is very difficult to catch back up to where the class is so it's best to work ahead.
- Study consistently. You must make a concerted effort to study most days of the week. Find a day or two out of the week where you can devote more time to studying, but at least look over the information as many days as you can. The more you study, the better you will do in this course.
- Time management: College courses require a balance between school, work, and other life demands. You must be able to manage your time effectively if you hope to excel in this course as well as in your career. If you do not have a calendar you should purchase one or use an online calendar to keep track of your schedule. Study in advance and study often.

### **Attendance Policy**

Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the professional community. Regular attendance and participation will help you stay on top of learning experiences that will help you to successfully complete your coursework and attain your degree.

### **Important things to know about attendance:**

- Attendance is taken at all academically-related activities including class and labs and is part of your permanent record.
- It is your responsibility to contact your instructor to make arrangements for any material or work being missed due to your absence.
- If you **cumulatively miss three weeks'** worth of class time in one class, you will need to see your instructor or academic advisor to pick up and complete a Status Update and Learning Contract form to be signed by you and your instructor. These may be updated or replaced should additional absences impact your performance in class.
- If you miss **14 consecutive days** across all of your classes (including holidays and weekends), Bryant & Stratton College is required to drop you from all of your courses for that term which will result in a W (withdrawal) or a WF (withdrawal at a failing level) on your transcript for each course. Prior to missing 14 consecutive days, you must meet with your academic advisor to discuss your situation and options.

### **Special Accommodations**

Under the guidelines of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), the college is required to provide reasonable accommodations to students with disabilities. Reasonable accommodations will be provided for qualified students with disabilities. If you have a diagnosed learning disability that might affect your performance in this class, and you would like to request special accommodations, you should provide documentation to the campus ADA officer and meet with him or her at the beginning of each term. The ADA officer will review students' needs to determine the appropriate course of action. This information will be kept confidential, with the exception of the relevant instructors.

### **Campus ADA Officers:**

Bayshore Campus	Molly McKnight	414.961.9601x413	<a href="mailto:mmcknight@bryantstratton.edu">mmmcknight@bryantstratton.edu</a>
Milwaukee Campus	Melodie Fox	414.276.7239x289	<a href="mailto:mjfox@bryantstratton.edu">mjfox@bryantstratton.edu</a>
Wauwatosa Campus	Julia Rodemeier	414.302.7007x555	<a href="mailto:jarodemeier@bryantstratton.edu">jarodemeier@bryantstratton.edu</a>

## Diagnostic Assessment

A **non-graded diagnostic** assessment is provided at the beginning and end of the course to discover your level of knowledge in order to guide you toward successful completion of course requirements. This will be in the format of a multiple choice quiz.

## Course Outcomes and Objectives

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

1. Describe the current health care system from a global perspective.
2. Assess the role, trends, and challenges in health care management
3. Employ basic management techniques in health care organizations.
4. Develop an understanding of and implementation strategies for motivation and conflict resolution in health care.)
5. Evaluate the critical role that communication plays in a health care organization.
6. Articulate the function and importance of human resources management.)
7. Identify issues in staffing and organization of health care personnel.
8. Identify the significant role of information technology in health care management.
9. Identify future trends in legal, regulatory, and ethical issues.
10. Demonstrate an understanding of financial responsibility and the budgetary process in health care.

## Critical Skills Addressed in this Course

These are the essential abilities needed to succeed in a dynamic workplace environment:

Ethical behavior  
Working well in teams  
Strategic Thinking  
Achieving quality  
Lifelong learning  
Using technology effectively  
Continuous adaptation to change  
Information analysis & communication  
Taking responsibility – no excuses  
Problem solving strategies  
Persisting to reach goals  
Professionalism

## Course Requirements

1. **Respect** yourself, your classmates, and your instructor and Bryant & Stratton College policy. Courtesy is expected at all times with respect for culture, age, race and gender. All students have the right to an environment free of misconduct.
2. **Profanity: *There is zero tolerance for profanity in this course this means NO swearing or crude language.*** In the healthcare workplace, profanity is considered to be a type of harassment. ***Violation will result in removal from class resulting in a "0" for the day and no make up quizzes or tests.***
3. **Academic Honesty and Plagiarism** The intent of this course is to think and to implement lifelong learning not to cut and paste the work of others without providing proper credit. **Any form of cheating will not be tolerated.** Your work will be analyzed for content originality and must represent your own words or ideas. All relevant sources must be cited and you must make clear the extent to which those sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication originates from an identifiable source. ***Plagiarism is a serious academic offense which could result in failure or dismissal,*** and occurs when a student uses another person's ideas or words without giving appropriate credit to the source of that material. Any fact, idea, summary, paraphrase, or quotation that is borrowed from another person's work and included in your paper must be documented through proper citation and referencing. Your work is to be written ***in your own words.*** Information that is directly quoted from source material must be set off with quotation marks and cited appropriately.
4. **Attendance Policy Review:** Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the professional community. Regular attendance and participation will help you stay on top of learning experiences that will help you to successfully complete your coursework and attain your degree.

Important things to know about attendance:

- Attendance is taken at all academically-related activities including class and labs and is part of your permanent record.
- It is your responsibility to contact your instructor to make arrangements for any material or work being missed due to your absence.
- If you miss 14 consecutive days across all of your classes (including holidays and weekends), Bryant & Stratton College is required to drop you from all of your courses for that term which will result in a W (withdrawal) or a WF (withdrawal at a failing level) on your transcript for each course. If you believe that you may miss 14 consecutive days, you should contact your academic advisor to discuss your situation and options as you must appeal prior to missing the 14th consecutive day of class.

**Students are required to sign the attendance sheet at each class meeting.**

5. **Class Participation is required.** Participation points are earned on a weekly basis. In addition to active participation, points will be available in various forms including pop quizzes, one-page written assignments, and weekly news articles. In order to discourage students from regularly attending class late or leaving early, opportunities to earn participation points will be announced at random (e.g. pop quizzes may be given at the beginning or end of class). Refer to the participation rubric for complete details.
6. **Skills Assistance:** The 20 minutes that follow the class session is a time to work on class assignments. I will remain in the classroom to serve as a resource and will be available to work with individuals or small groups. Exception: For night classes the 20 minutes prior to class will be set aside for skills assistance.
7. **Student Portfolio:** the Portfolio process will be a great benefit to you when you begin the job interview process. You will identify work produced in each course to demonstrate your knowledge, skills and behaviors that will benefit a prospective employer. The research paper

- for HTHS 301 will be a good reference for explaining your knowledge of laws, ethical, moral issues or diversity facing the health professional.
8. **Time Commitment Necessary** to earn course credit. Bryant & Stratton subscribes to the common academic philosophy that a minimum of double the time spent in class should be spent in study and research to achieve optimum results. This is a 3 credit hour course, so for each 3 hours in class you should be spending at least 6 hours preparing assessments, readings, case studies and presentations. The expectation for college level study is that it goes well beyond the classroom.
  9. **All Cell Phones, pagers and other electronic devices** will be turned off and packed away prior to coming to class. Talking or texting on a cell phone in class or leaving the room during class to talk on a phone will result in receiving a "0" for participation points for the day. Any **student using an electronic device for entertainment or communication will be asked to leave immediately** without the ability to make up the day's work. Students may return/ make phone calls during their break.
  10. **Professional dress is expected at all times** as this class is meant to prepare you for the workplace. If you would not wear something to a professional job, do not wear it to this class.
  11. **No children are to be allowed in class.** If you have no option but to care for your child during class time, you must make prior arrangements to miss class and see your instructor for skills assistance. If you arrive with a child, you will be asked to leave.
  12. **Leaving the classroom** during the class period (except for breaks) may cause a "0" for daily participation points. PLAN AHEAD! It is acceptable to bring in **covered** liquids to drink if there are no computers in the classroom, but food is always prohibited. Students may eat in the student lounge/cafeteria during break.
  13. **Leaving the room during an exam** will result in an automatic "0" on the exam.
  14. **A field trip** which will be announced at least two weeks in advance may take place this semester.
    - i. All students are required to attend any scheduled field trips and be courteous and respectful.
    - ii. You will each be writing a graded thank you letter to our host which explains:
      1. How you benefited from the visit
      2. What most impressed you
  15. **Some work will be completed in class** in the Library or the computer lab so bring materials necessary to save your work, i.e. flash/jump drives.
  16. **Missed class materials are the student's responsibility.** Please get any information from the instructor or a fellow student. Schedule skills assistance time with the instructor as needed.
  17. **Exams are taken on the scheduled dates. There are no make-up exams.**
  18. **Late assignments will not be accepted.** Just as in the workplace, timeliness is an expectation that should become your habit. In healthcare, someone's life or the success of your company may depend on you meeting your goals.
  19. **Status Update/Learning Contract:** If your success in class is in jeopardy for any reason (e.g., absences for personal or professional reasons; academic concerns; behavioral concerns), you or your instructor may initiate a learning contract to identify your current status and determine what you need to do to have the greatest chance of success in the class. Contact your instructor or academic advisor to pick up and complete a Status Update and Learning Contract form to be completed and signed by you and your instructor.

## Grading

Students will be graded in four categories; participation (class activity and weekly completion of assigned in-class activities), homework/ case studies (due weekly), examinations (2 per semester), a group presentation and a final research paper and oral presentation. Each category is worth the following:

Item Graded	Percent of Final Grade	Points
Midterm Exam	10%	100
Presentation	20%	100
Final Exam	20%	100
Research Paper	30%	150
Research Paper Presentation	10%	100
Quizzes	10%	50
Participation	10%	100
<b>Total</b>	<b>100%</b>	<b>800</b>

## Grading Scale:

Percentage Grade	Letter Grade	Description
90-100%	A	Excellent - Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.
85-89%	B+	Very Good - Performance of the student has been very good, though not at the highest level.
80-84%	B	Good - Performance of the student has been good, though not of the highest level.
75-79%	C+	Satisfactory - Performance of the student has been more than adequate, satisfactorily meeting the course requirements.
70-74%	C	Fair - Performance of the student has been acceptable, adequately meeting the course requirements.
65-69%	D+	Poor - Performance of the student has been poor, however, is passing and worthy of credit.
64% or less	F	Failure - Performance of the student failed to meet course requirements therefore no credit is earned.

## Rubrics (grading tools)

### Research Paper

- You are required to research and write a paper on the impact of health care reform on health care management.** I will assign one topic to each student at the beginning of the semester based upon your area of interest.
- You are expected to take a position on an issue and support your position with research, including laws related to the issue and any ethical or moral issues that may arise from the position you are taking.
- Also discuss the benefits and/ adverse consequences of your position.
- Plagiarism will result in an automatic "F" for this paper and may result in an "F" for the course. In addition to your book, APA writing tips are available at the following URL.  
[APA & Writing help @ owl.english.purdue.edu/owl/resource/560/04/](http://owl.english.purdue.edu/owl/resource/560/04/)  
It is helpful to keep a shortcut to this link on your desktop for easy reference.

### Format

The body of the paper will be at least **6** typed, double-spaced pages with 1 inch margins, and 12-point Ariel or Times New Roman font. The research paper should be organized in the following manner:

- Page 1 cover page, must include your name, the date, document and class title, time/day that class meets and the instructor's name spelled correctly. **Note: this cover page format is required for any assignment to be accepted.**
- Pages 2-7 research paper
- Page 8 reference or works cited page – minimum of 4 references using APA format.
- Please send research paper drafts via email so that feedback can be provided using the track changes function on Microsoft Word. Points are based on the following rubric for research paper grading:

<b>Research Paper Grading</b>			
Category	In Progress	Acceptable	Excellent
<b>Level of information, research/ sources</b>	0-2 references with some source information documented- contains errors or missing documentation. 0-10	3 reputable and current (>2000) references with few documentation errors. 18	Student researched at least 4 current references from peer reviewed research, government or other respected web sites. 25
<b>Opposing arguments</b>	Student fails to provide opposing arguments or argument is not convincing for selected topic. 0-6	Student provides 1-2 convincing opposing arguments for selected topic. 13	Student provides 2 or more convincing opposing arguments for selected topic. 20
<b>Organization</b>	Organization of the paper is confusing to the reader and fails to contribute to a reader's understanding of the subject. 0-10	Information is generally organized but paragraphs may need better construction. 18	Information is very well organized with well-constructed paragraphs and subheadings, which contribute to a reader's understanding of the subject (paper flows very well). 25
<b>Length of paper (content – not including cover and references)</b>	Paper is less than 4 pages long. 0-6	Paper is 4-5 fully typed pages (No gaps/ spaces). 12	Paper is 6 fully types pages (No gaps/ spaces). 20
<b>Mechanics and APA format</b>	There are 6 or more APA errors, including citations and references. 0-6	There are fewer than 4 APA errors, including proper citations and references and up to 4 grammatical, punctuation or spelling errors. 13	Paper conforms to APA format, including correctly cited citations and references. No documentation errors and no grammatical, spelling or punctuation errors. 20
<b>Application of current health care system issues</b>	Less than 30% or no direct analysis related to current healthcare issues or laws. 0-6	At least 30% of the analysis is related directly to course work and readings and 1 comparable law is mentioned. 13	At least one-half of the analysis is related directly to current health care system issues and at least 2 comparable laws are mentioned. 20
<b>Writer's opinion based on facts</b>	Less than 15% is student's opinion or no logical conclusion. 0-6	15% of the paper is the student's opinion and conclusion is based on facts. 13	At least 20% of the paper is based off the student's opinions of presented research. 20
<b>Total</b>	50	100	150

Oral Presentation Grading		
Criterion	Possible Points	Total points
Cover slide and Agenda used and objectives of presentation explained	8	
Explain how topic fits into healthcare	6	
Professional, engaging introduction, topic interesting & easy to follow, credible with smooth transitions & credible conclusion	8	
2 current health care reform topics are incorporated	6	
3 health care system issues incorporated	6	
How does subject affect patients and medical staff?	6	
What are ways to increase awareness on the subject or ways healthcare professionals can address it?	6	
For groups, an opinion regarding topic from each member of group with balanced presentation of any opposing arguments	8	
Program is free of grammatical errors, stammering or repeated "ahs"	8	
PowerPoint and references submitted to instructor in proper APA format	8	
10-15 slides excluding cover and references	8	
Additional communication tools or techniques used in addition to PowerPoint	8	
10-15 minutes – exceeding or going below time limit deducts from score	6	
Total Score	100	x/100

### **Oral Presentation:**

- Each student will participate in a presentation relating to the outcomes of this course to assist you in successful performance in the workplace. Being an educated and professional presenter will give you a great advantage in your job. Successful leaders must be able to distill and communicate information in order to achieve results.
- This presentation will be 10 to 15 minutes using any media or handouts that you see fit. Creativity is a plus. Your audience needs to understand and remember your information in order to use it.
- You will pick a topic related to diversity (cultural or related to stages of the life cycle), confidentiality or teams and teamwork. Interviewing a professional on one of these topics will earn you **10 extra credit points**.
  - The entire group must participate in that interview.
  - You must submit a business card and brief summary of the person's responsibility in the organization.
  - You will also send a thank you note to your host that has been reviewed by your instructor and signed by the entire group.
- A maximum of 100 points will be awarded for presentations.
- Elements of presentation are as stated below.

### **Oral Presentation of the Research Paper:**

- Each student will give a 10 to 15 minute PowerPoint presentation to the class. We must be respectful of the time of others. Exceeding the time limit will deduct from your final score.
- Your individual power point presentation will be used to assist you with the completion of your final paper because it will be based on your research paper outline.
- A maximum of 100 points will be awarded for presentations
- Elements of presentation:
  1. **Delivery** includes eye contact, appropriate facial expressions and gestures. Pitch and speed are varied appropriately. Voice quality is pleasing, smooth and clear. Enunciation is clear and free of mumbling or poor word formation
  2. **Introduction** tells what you will cover, is attention getting and engages the audience.
  3. **Content** is interesting, credible, easy to follow and the main facts are easily identifiable. Transitions are smooth.
  4. **Conclusion** summarizes your information and restates the main point.
  5. **Overall** follow directions, be aware of audience (poised) and use appropriate visual aids.

Acknowledgement is provided here to all fellow Bryant & Stratton College associates, the 2010 Bryant & Stratton Course Review Board and all peers who generously shared content or ideas for syllabi preparation.

## Participation Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Week 4 Progress Report/ Midterm Grade Report

Each area of participation is graded on a scale from 0 (lowest) through 2.5 (highest), using the criteria below. This criterion focuses on the behaviors that demonstrate your ability to be successful in Intro to Healthcare. These are behaviors or traits that are also required for the successful healthcare professional. Additionally this allows students who demonstrate above average participation to receive more credit.						
Criteria						
	2.5 Superior	2 Above Average	1 Minimum Competency	0 Deficient	Possible score	My score
<b>Promptness</b>	Always prompt for class and remains for entire class period.	Prompt for class and remains until end all but 1-2 times per semester.	Prompt for class and remains until end all but 3-4 times per semester.	Habitually late for class or leaves early.	2.5	—
<b>Participation</b>	Actively participates & contributes without monopolizing class <b>90-100% of the time.</b> Asks questions, responds respectfully and applies information learned to group work. <b>Frequent</b> , energetic participation is <b>almost always voluntary.</b>	Actively participates & contributes without monopolizing class <b>80-90% of the time.</b> Asks questions, responds respectfully & applies information learned to group work. <b>Occasional</b> , energetic participation <b>must sometimes be invited.</b>	Actively participates & contributes without monopolizing class <b>70-80% of the time.</b> Asks questions, responds respectfully and applies information learned to group work. <b>Often hesitates to participate &amp; must be encouraged.</b>	Participates <b>less than 70%</b> of the time. Little or no active listening or contribution. Does not always respond respectfully or apply information learned to group work. <b>Rarely participates in class activities and or disrupts class.</b>	2.5	—
<b>Behavior</b>	Student <b>never</b> displays disruptive behavior during class.	Student <b>rarely</b> displays disruptive behavior during class.	Student <b>occasionally</b> displays disruptive behavior during class.	Student <b>frequently</b> displays disruptive behavior during class.	2.5	—
<b>Preparation</b>	Student is <b>always</b> prepared for class with assignments and required class materials.	Student is <b>usually</b> prepared for class with assignments and required class materials.	Student is <b>rarely</b> prepared for class with assignments and required class materials.	Student is <b>almost never</b> prepared for class with assignments and required class materials.	2.5	—
					10	—

# Health Services Management I HTHS 301

## Contract

The purpose of this document is to confirm that the student:

\_\_\_\_\_ received a copy of both the system and supplemental syllabi, thoroughly reviewed and agree with the policies and procedures of Bryant and Stratton College and the HTHS 301 course instructor for the enrolled term. In doing so, the student will comply with both syllabi.

Student

Signature \_\_\_\_\_

Instructor \_\_\_\_\_

Date \_\_\_\_\_

Please submit this signed document to your instructor on the first day of class.

<i>Please note: This course syllabus is a contract between you and Bryant &amp; Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will provide a supplemental syllabus that will express how he or she will specifically facilitate the course along with detailed methods of assessment and guidelines for the students' success.</i>				
<b>Semester Credit Hours:</b>		<b>Lecture:</b>	<b>Lab:</b>	<b>Internship:</b>
<b>INSTRUCTOR'S NAME:</b> Debra Davis		<b>MEETING TIME:</b> 6:00-8:45pm	<b>Skills Assistance Time:</b> 5:30-6:00 and 8:45-9:06	<b>TERM:</b> Spring 2011
<b>PREREQUISITE(S)</b>		<b>COREQUISITE(S)</b>	<b>Date of Last Revision</b> Spring 2011	
<b>PROFICIENCY AVAILABLE: NO</b>		<b>RESEARCH REQUIRED: YES</b>		
<b>COURSE CATALOG DESCRIPTION:</b> This course provides an overview of global health care systems and a review of the theoretical, conceptual foundations, and practices of health services management. The manager's role in planning, organizing, staffing, directing, and monitoring are introduced and discussed. Approaches to managing major functional areas of the health care organization are reviewed including communication, human resources, financing and budgeting, and legal/regulatory. Students will understand governance in an organization and learn about best practices for quality and ethical management and the importance of monitoring influences in the external environment.				
<b>LIFELONG LEARNING:</b> Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.				
<b>COURSE OUTCOMES:</b> <b>Upon completion of this course, students will be able to:</b>				
<ol style="list-style-type: none"> <li>11. Describe the current health care system from a global perspective.</li> <li>12. Assess the role, trends, and challenges in health care management</li> <li>13. Employ basic management techniques in health care organizations.</li> <li>14. Develop an understanding of and implementation strategies for motivation and conflict resolution in health care.)</li> <li>15. Evaluate the critical role that communication plays in a health care organization.</li> <li>16. Articulate the function and importance of human resources management.)</li> <li>17. Identify issues in staffing and organization of health care personnel.</li> <li>18. Identify the significant role of information technology in health care management.</li> <li>19. Identify future trends in legal, regulatory, and ethical issues.</li> <li>20. Demonstrate an understanding of financial responsibility and the budgetary process in health care.</li> </ol>				
<b>INSTITUTIONAL OUTCOMES:</b> Bryant & Stratton College is a lifelong learning institution committed to teaching people "how to learn" and to value lifelong learning related to career longevity. To complement the technical program outcomes associated with a career field, the College supports the following institutional outcomes within all degree programs.  As a result of their Bryant & Stratton College experience, graduates develop critical skills and should be able to:				
<ol style="list-style-type: none"> <li>1. Employ information literacy skills through the effective use of technology and information resources to accomplish a goal.</li> <li>2. Pursue new learning opportunities within their community and career for personal and professional growth.</li> <li>3. Develop thinking processes and utilize learning strategies to understand their metacognitive abilities.</li> <li>4. Transfer knowledge from life lessons and formal instruction to new situations as evidence of relational learning.</li> <li>5. Demonstrate proficient mathematic and communication (written and oral) skills as required in the workplace.</li> </ol>				
<b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b> <i>Bryant &amp; Stratton College faculty, as content area experts, selected the following media package for this course. A decision was made from these approved packages and is reflected on the supplemental syllabus.</i>				
<b>Recommended Ancillaries:</b> Instructor's Manual, Online Case Studies, Test Banks, PowerPoint Presentations, Video Documentaries				
Package A Health Services Management I Bundle Essentials of the US Health Care System Edition 2, Jones, ISBN: 978076376380 Intro to Health Care Management, Jones ISBN: 9780763734732		Package B (if applicable)		Package C (if applicable)
<b>TIME COMMITMENT NECESSARY TO EARN COURSE CREDIT:</b> Bryant & Stratton College subscribes to a philosophy commonly held by institutions across higher education: achievement of success with college-level study will necessitate that the student devotes both scheduled in-class time as well as significant out-of-class time to meeting course outcomes. For example, in order to successfully achieve all outcomes for a 3-credit hour course, it is expected that each student will participate in the scheduled in-class hours (three 50-minute contact hours – 150 minutes – each week) and dedicate an approximate total of 90 hours during the term for out-of-class preparation and work time. Each instructor's supplemental syllabus details the out-of-class activities				

that are associated with his/her specific course. Though each student's actual allocation of time to specific out-of-class activities will vary, he/she should anticipate that the overall time commitment, in class and out of class, will be necessary for successful completion of this course.

**METHODS OF ASSESSMENT:**

Bryant & Stratton College is committed to providing you with an education that will aid in the development of your critical and technical skills. During this course you will be required to complete at least one authentic assessment that enables you to demonstrate your knowledge and skills through performances or projects that simulate "real world" working situations. You may also be required to complete traditional evaluations; however, emphasis will be on the practical application of your knowledge. You must earn a grade of **70%** or higher in order to pass each evaluation. A **non-graded diagnostic** assessment is provided at the beginning of the course to discover your level of knowledge in order to guide you toward successful completion of course requirements. Your instructor will provide specific grading criteria for this class as well as a detailed list of all assignments and assessments, including the value each will have for your final grade for the course. By the end of Week 7, your instructor will inform you of your progress in this course.

**POLICY ON ASSESSMENT DUE DATES:**

Bryant & Stratton's College educational philosophy is to provide each student with an opportunity to actively learn and demonstrate competencies needed in today's high performance workplace. Opportunities will be made available for you to reach your maximum learning potential. Until the instructor-assigned due date, you will be able to review, revise, and/or rework your assessments. Just as in the workplace, it is expected that you will complete all assignments and assessments by the due date. Your instructor may deduct credit for assignments turned in after the due date.

**SKILLS ASSISTANCE:** (supplemental learning options determined by your instructor)

You will be required to attend Skills Assistance if your instructor determines, at any time during the semester, that you need additional help in order to progress successfully in the course. At Skills Assistance you will be able to receive additional help to address deficiencies, answer questions, and identify strategies to be successful in this course. Skills Assistance meeting times and place will be provided by your instructor.

**PARTICIPATION AND ATTENDANCE:**

Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the business community. In order to successfully attain your college degree, you must be committed to your course of study and demonstrate that commitment through regular class attendance, active participation in the learning experience, and completion of all assigned work. It is your responsibility to make arrangements with your instructors to receive any assignments you may have missed as a result of absences.

Absences are recorded daily, become a part of your permanent record, and may be referred to by future employers. Attendance is taken in all classes and labs, at your internship site, and during all mandatory skills assistance sessions.

**SYLLABUS SUPPLEMENT:**

At the beginning of the term, your instructor will provide you with a document that will supplement the information provided on this syllabus. Specifically, the syllabus supplement will include the following:

1. A statement of the instructor's approach to the course.
2. The course outcomes and how the learning activities within course will help you reach these outcomes. (\*This information can be found in the TRACKING CALENDAR the instructor will include as part of the syllabus supplement.)
3. Identification of the specific required media for the course.
4. A list of additional resources that will be used to supplement the textbook(s) and enrich the content of the course.
5. A description of the diagnostic assessment that will be used in this course to identify your current knowledge and skills in relation to course content.
6. Specific grading criteria for the course, including a list and description of assessments and a detailing of how your final grade will be determined.
7. An explanation of the amount of time you will have to commit to study and coursework, both in and out of class, in order to be successful in this course.
8. An explanation of expected classroom etiquette that will lead to a productive learning environment for all.
9. A list and explanation of the specific critical workplace skills that the course will help you develop, enhance, or refine.
10. A description of the possible portfolio piece(s) you will produce in the course.
11. A description of how the course will assist you in developing lifelong learning competencies, including information literacy.
12. A list of supplies and/or resource materials you will need to acquire or utilize in order to fully participate in the class.
13. A description of the technology usage expectations required of you in this course.
14. An attached weekly TRACKING CALENDAR that will detail when and how course topics and course outcomes will be addressed and when all course assignments and assessments (see #6 above) will be due.

**TOPICS TO BE COVERED IN THIS COURSE:**

**I. Overview of the U.S. Health Care System**

- Classifying Health Care Systems
  - Hospitals
  - Ambulatory Care
  - Acute Care
  - Mental Health Services
  - Other Health Care Institutions and Providers
- The Profit Sector
- The Nonprofit Sector
- Government and the Health Care System
- The Changing Health Care System
  - Economic Influences
  - Social Influences
  - Political Influences

**II. Role of the Health Care Manager**

- Career Opportunities in Health Care Management
  - Academic Requirements
  - Professional Affiliations
    - ACHE
    - MGMA
    - HFMA
    - AHIMA
    - ACHCA
- Managerial Authority and Rising through the Ranks
- Values and Ethics in Management
- Skills and Knowledge for Managers
  - Creating the Organization Chart
  - Line and Staff Relationships
  - Problem Solving
  - The Importance of Delegation
- Quality Management
  - Quality Indicators

**III. Motivation and Conflict Management**

- Attitude and Behavior
- Motivation and Employee Satisfaction
- Motivating Professionals
  - Physicians
  - Registered Nurses
- Motivating Semiprofessionals and Emerging Professionals
  - Licensed Practical Nurses/Licensed Vocational Nurses
  - Aides
  - Midlevel Practitioners
- Motivating Allied Health Professionals, Consultants, and Independent Contractors
- Approaches to Conflict Management
  - The Causes of Conflict
  - Levels of Conflict
  - Managing Conflict
  - Negotiation and Third-party Intervention
- Organizational Motivation
- Incentives and Rewards

**IV. Communication Function of the Manager**

The Critical Role of Communication

- Effective Communication Skills
- Effective Negotiation Skills

**V. Human Resources Management**

- Key Functions of Human Resources Management
- Workforce Planning and Recruitment
- Employee Retention
  - Orientation
  - Training and Development
  - Mentoring
- Cultural Diversity
  - Diversity Staff Training
  - Cultural Competency in the Workplace
- Performance Management
- Legal and Contractual Responsibilities
- Employees as Drivers of Organizational Performance
- Downsizing

**VI. Information Technology and the Health Care Administrator**

- Introduction to Information Technology in Health Care
- Health Information and its Users
- The Role of the Manager in Information Technology

**VII. Financial Management of Health Care Organizations**

- Elements of Health Care Finance
- Financial Governance and Responsibility
- Understanding the Budgetary Process
- Managing Reimbursement
  - Private Health Plans
  - Medicare and Medicaid
  - The Uninsured
- Other Services
  - Pharmacy Service
  - Food and Nutrition Service
  - Housekeeping and Environmental Service

**VIII. Current Trends and Issues in Health Care Management**

- National Health Spending
- Paying for Health Care
  -
- Politics and Health Insurance
  - Major Legislation
  - Statistics on Health Insurance Coverage and Costs

**IX. Future Trends and Issues in Health Care Management**

# HTHS 302 HEALTH SERVICES MANAGEMENT II

## Syllabus Supplement

Instructor: Debra Davis, MSHCM E-mail [drdavis@bryantstratton.edu](mailto:drdavis@bryantstratton.edu)

**Class:** HTHS 302 Health Services Management II  
**Class Time:** Thursdays 6:00pm-8:45pm  
**Skills Assistance:** 5:00pm – 6:00pm and 8:45pm – 9:00 pm Thursdays  
By Appointment when necessary

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### Welcome to Health Services Management II!

I am honored to be before you to teach you more about your health care career through an understanding of the legal aspects of ethical and bioethical components of the health care industry. As a former health care administrator, my goal is to provide avenues for all members of our society to access quality health care. I hope that you are also inspired during this semester to promote a healthier society.

As healthcare professionals you will be challenged to provide quality outcomes. We will use various media in our student centered learning, to assist you to understand and retain necessary information. You will also work in teams and your ideas will be presented, in order to increase the effective communication, collaboration and leadership skills necessary in the real workplace. Skills can be taught but you choose your attitude. Your active participation through written assignments, class participation, cooperative efforts and teamwork will help you to learn not only the course material but how to function most effectively in a dynamic healthcare environment. The more you put into your educational experience, the more you will achieve.

#### Required Text and Media (Includes PowerPoint, internet research and business contact)

Buchbinder, Sharon B. and Shanks, Nancy H. (2012) *Introduction to Health Care Management*. Sudbury, Massachusetts: Jones and Bartlett Publishers. ISBN: 13: 978-0-7637-9086-8  
Shi, Leiyu and Singh Douglas A. (2013) *Essentials of the U.S. Health Care System*. Sudbury, Massachusetts: Jones and Bartlett Publishers. ISBN: 978-1-4496-8374-00

#### Available Resources

The Bryant & Stratton College *APA Style Guide* – Copies are available in the Library and on the campus Library Portal. Do not remove copies from Library without permission.

The Libraries (both campus-based and virtual) will be valuable sources for research (books, periodicals, web-based resources). The campus librarian(s) and the online 24/7 reference librarians (available through QuestionPoint™) will be invaluable resources for research help.

Students also have access to SMARTTHINKING, a resource that offers live online tutoring and writing lab. <http://www.smarthinking.com/>

Additionally, the Learning Center on campus is a valuable source for both face-to-face and computer-aided tutoring in a number of specific areas that can impact success in this course.

## Course Description

This course provides the student with advanced concepts and applications of the management process in health care. Perspectives from organizational theory and management provide a conceptual basis for understanding and analyzing the practice of management in health care organizations. An overview of the strategic management process is provided. Advanced principles of management in health service organizations, focusing on legal and ethical concepts, corporate compliance, long-range planning, growth through alliances and affiliations, and future trends are discussed.

## Course Outcomes and Objectives

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

1. Employ best practice management and effective leadership techniques to improve employee and organizational performance.
2. Recognize and respond to the complex legal and ethical concepts relating to the management of health care organizations.
3. Identify issues and evaluate strategies surrounding corporate compliance, conflicts of interest, fiduciary responsibility, fraud, and abuse in health care organizations.
4. Describe the relationship and responsibilities between and among management and the board of directors in health care organizations.
5. Explore and articulate effective process through which health care organizations develop and implement strategic and long-range planning and identify outcome measures.
6. Identify issues surrounding corporate strategic alliances, mergers, and affiliations.
7. Analyze future trends and challenges in health care.

## Critical Skills Addressed in this Course

These are the essential abilities needed to succeed in a dynamic workplace environment:

Ethical behavior

Working well in teams

Strategic Thinking

Achieving quality

Lifelong learning

Using technology effectively

Continuous adaptation to change

Information analysis & communication

Taking responsibility – no excuses

Problem solving strategies

Persisting to reach goals

Professionalism

## Plan on Being Successful!!

- Having perfect attendance: This is a fast paced course and material presented one day is not repeated on subsequent days. The best way to ensure you don't miss anything is to **be in class every day**. If you fall behind it is very difficult to catch back up to where the class is so it's best to work ahead.
- Study consistently. You must make a concerted effort to study most days of the week. Find a day or two out of the week where you can devote more time to studying, but at least look over the information as many days as you can. The more you study, the better you will do in this course.
- Time management: College courses require a balance between school, work, and other life demands. You must be able to manage your time effectively if you hope to excel in this course as well as in your career. If you do not have a calendar you should purchase one or use an online calendar to keep track of your schedule. Study in advance and study often.

## Attendance Policy

Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the professional community. Regular attendance and participation will help you stay on top of learning experiences that will help you to successfully complete your coursework and attain your degree.

### **Important things to know about attendance:**

- Attendance is taken at all academically-related activities including class and labs and is part of your permanent record.
- It is your responsibility to contact your instructor to make arrangements for any material or work being missed due to your absence.
- If you **cumulatively miss three weeks'** worth of class time in one class, you will need to see your instructor or academic advisor to pick up and complete a Status Update and Learning Contract form to be signed by you and your instructor. These may be updated or replaced should additional absences impact your performance in class.
- If you miss **14 consecutive days** across all of your classes (including holidays and weekends), Bryant & Stratton College is required to drop you from all of your courses for that term which will result in a W (withdrawal) or a WF (withdrawal at a failing level) on your transcript for each course. Prior to missing 14 consecutive days, you must meet with your academic advisor to discuss your situation and options.

## Special Accommodations

Under the guidelines of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), the college is required to provide reasonable accommodations to students with disabilities. Reasonable accommodations will be provided for qualified students with disabilities. If you have a diagnosed learning disability that might affect your performance in this class, and you would like to request special accommodations, you should provide documentation to the campus ADA officer and meet with him or her at the beginning of each term. The ADA officer will review students' needs to determine the appropriate course of action. This information will be kept confidential, with the exception of the relevant instructors.

### Campus ADA Officers:

Bayshore Campus	Molly McKnight	414.961.9601x413	<a href="mailto:mmcknight@bryantstratton.edu">mmmcknight@bryantstratton.edu</a>
Milwaukee Campus	Melodie Fox	414.276.7239x289	<a href="mailto:mjfox@bryantstratton.edu">mjfox@bryantstratton.edu</a>
Wauwatosa Campus	Julia Rodemeier	414.302.7007x555	<a href="mailto:jarodemeier@bryantstratton.edu">jarodemeier@bryantstratton.edu</a>

## **Diagnostic Assessment**

A **non-graded diagnostic** assessment is provided at the beginning and end of the course to discover your level of knowledge in order to guide you toward successful completion of course requirements. This will be in the format of a multiple choice quiz.

### Course Outcomes and Objectives

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

1. Describe the current health care system from a global perspective.
2. Assess the role, trends, and challenges in health care management
3. Employ basic management techniques in health care organizations.
4. Develop an understanding of and implementation strategies for motivation and conflict resolution in health care.)
5. Evaluate the critical role that communication plays in a health care organization.
6. Articulate the function and importance of human resources management.)
7. Identify issues in staffing and organization of health care personnel.
8. Identify the significant role of information technology in health care management.
9. Identify future trends in legal, regulatory, and ethical issues.
10. Demonstrate an understanding of financial responsibility and the budgetary process in health care.

### Critical Skills Addressed in this Course

These are the essential abilities needed to succeed in a dynamic workplace environment:

Ethical behavior

Working well in teams

Strategic Thinking

Achieving quality

Lifelong learning

Using technology effectively

Continuous adaptation to change

Information analysis & communication

Taking responsibility – no excuses

Problem solving strategies

Persisting to reach goals

Professionalism

## Course Requirements

1. **Respect** yourself, your classmates, your instructor and Bryant & Stratton College policy. Courtesy is expected at all times with respect for culture, age, race and gender. All students have the right to an environment free of misconduct.
2. **Profanity: *There is zero tolerance for profanity in this course this means NO swearing or crude language.*** In the healthcare workplace, profanity is considered to be a type of harassment. ***Violation will result in removal from class resulting in a "0" for the day and no make-up quizzes or tests.***
3. **Academic Honesty and Plagiarism** The intent of this course is to think and to implement lifelong learning not to cut and paste the work of others without providing proper credit. **Any form of cheating will not be tolerated.** Your work will be analyzed for content originality and must represent your own words or ideas. All relevant sources must be cited and you must make clear the extent to which those sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication originates from an identifiable source. ***Plagiarism is a serious academic offense which could result in failure or dismissal,*** and occurs when a student uses another person's ideas or words without giving appropriate credit to the source of that material. Any fact, idea, summary, paraphrase, or quotation that is borrowed from another person's work and included in your paper must be documented through proper citation and referencing. Your work is to be written ***in your own words.*** Information that is directly quoted from source material must be set off with quotation marks and cited appropriately.
4. **Attendance Policy Review:** Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the professional community. Regular attendance and participation will help you stay on top of learning experiences that will help you to successfully complete your coursework and attain your degree.

Important things to know about attendance:

- Attendance is taken at all academically-related activities including class and labs and is part of your permanent record.
- It is your responsibility to contact your instructor to make arrangements for any material or work being missed due to your absence.
- If you miss 14 consecutive days across all of your classes (including holidays and weekends), Bryant & Stratton College is required to drop you from all of your courses for that term which will result in a W (withdrawal) or a WF (withdrawal at a failing level) on your transcript for each course. If you believe that you may miss 14 consecutive days, you should contact your academic advisor to discuss your situation and options as you must appeal prior to missing the 14th consecutive day of class.

**Students are required to sign the attendance sheet at each class meeting.**

5. **Class Participation is required.** Participation points are earned on a weekly basis. In addition to active participation, points will be available in various forms including pop quizzes, one-page written assignments, and weekly news articles. In order to discourage students from regularly attending class late or leaving early, opportunities to earn participation points will be announced at random (e.g. pop quizzes may be given at the beginning or end of class). Refer to the participation rubric for complete details.
6. **Skills Assistance:** The 20 minutes that follow the class session is a time to work on class assignments. I will remain in the classroom to serve as a resource and will be available to work with individuals or small groups. Exception: For night classes the 20 minutes prior to class will be set aside for skills assistance.
7. **Student Portfolio:** the Portfolio process will be a great benefit to you when you begin the job interview process. You will identify work produced in each course to demonstrate your knowledge, skills and behaviors that will benefit a prospective employer. The research paper

- for HTHS 301 will be a good reference for explaining your knowledge of laws, ethical, moral issues or diversity facing the health professional.
8. **Time Commitment Necessary** to earn course credit. Bryant & Stratton subscribes to the common academic philosophy that a minimum of double the time spent in class should be spent in study and research to achieve optimum results. This is a 3 credit hour course, so for each 3 hours in class you should be spending at least 6 hours preparing assessments, readings, case studies and presentations. The expectation for college level study is that it goes well beyond the classroom.
  9. **All Cell Phones, pagers and other electronic devices** will be turned off and packed away prior to coming to class. Talking or texting on a cell phone in class or leaving the room during class to talk on a phone will result in receiving a "0" for participation points for the day. Any **student using an electronic device for entertainment or communication will be asked to leave immediately** without the ability to make up the day's work. Students may return/ make phone calls during their break.
  10. **Professional dress is expected at all times** as this class is meant to prepare you for the workplace. If you would not wear something to a professional job, do not wear it to this class.
  11. **No children are to be allowed in class.** If you have no option but to care for your child during class time, you must make prior arrangements to miss class and see your instructor for skills assistance. If you arrive with a child, you will be asked to leave.
  12. **Leaving the classroom** during the class period (except for breaks) may cause a "0" for daily participation points. PLAN AHEAD! It is acceptable to bring in **covered** liquids to drink if there are no computers in the classroom, but food is always prohibited. Students may eat in the student lounge/cafeteria during break.
  13. **Leaving the room during an exam** will result in an automatic "0" on the exam.
  14. **A field trip** which will be announced at least two weeks in advance may take place this semester.
    - i. All students are required to attend any scheduled field trips and be courteous and respectful.
    - ii. You will each be writing a graded thank you letter to our host which explains:
      1. How you benefited from the visit
      2. What most impressed you
  15. **Some work will be completed in class** in the Library or the computer lab so bring materials necessary to save your work, i.e. flash/jump drives.
  16. **Missed class materials are the student's responsibility.** Please get any information from the instructor or a fellow student. Schedule skills assistance time with the instructor as needed.
  17. **Exams are taken on the scheduled dates. There are no make-up exams.**
  18. **Late assignments will not be accepted.** Just as in the workplace, timeliness is an expectation that should become your habit. In healthcare, someone's life or the success of your company may depend on you meeting your goals.
  19. **Status Update/Learning Contract:** If your success in class is in jeopardy for any reason (e.g., absences for personal or professional reasons; academic concerns; behavioral concerns), you or your instructor may initiate a learning contract to identify your current status and determine what you need to do to have the greatest chance of success in the class. Contact your instructor or academic advisor to pick up and complete a Status Update and Learning Contract form to be completed and signed by you and your instructor.

## Grading

Students will be graded in four categories; participation (class activity and weekly completion of assigned in-class activities), homework/ case studies (due weekly), examinations (2 per semester), a group presentation and a final research paper and oral presentation. Each category is worth the following:

Item Graded	Percent of Final Grade	Points
Midterm Exam	10%	100
Presentation	20%	100
Final Exam	20%	100
Research Paper	30%	150
Research Paper Presentation	10%	100
Quizzes	10%	50
Participation	10%	100
<b>Total</b>	<b>100%</b>	<b>800</b>

## Grading Scale:

Percentage Grade	Letter Grade	Description
90-100%	A	Excellent - Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.
85-89%	B+	Very Good - Performance of the student has been very good, though not at the highest level.
80-84%	B	Good - Performance of the student has been good, though not of the highest level.
75-79%	C+	Satisfactory - Performance of the student has been more than adequate, satisfactorily meeting the course requirements.
70-74%	C	Fair - Performance of the student has been acceptable, adequately meeting the course requirements.
65-69%	D+	Poor - Performance of the student has been poor, however, is passing and worthy of credit.
64% or less	F	Failure - Performance of the student failed to meet course requirements therefore no credit is earned.

## Rubrics (grading tools)

### Research Paper

- You are required to research and write a paper on the impact of health care reform on health care management.** I will assign one topic to each student at the beginning of the semester based upon your area of interest.
- You are expected to take a position on an issue and support your position with research, including laws related to the issue and any ethical or moral issues that may arise from the position you are taking.
- Also discuss the benefits and/ adverse consequences of your position.
- Plagiarism will result in an automatic "F" for this paper and may result in an "F" for the course. In addition to your book, APA writing tips are available at the following URL.  
[APA & Writing help @ owl.english.purdue.edu/owl/resource/560/04/](http://owl.english.purdue.edu/owl/resource/560/04/)  
It is helpful to keep a shortcut to this link on your desktop for easy reference.

### Format

The body of the paper will be at least **6** typed, double-spaced pages with 1 inch margins, and 12-point Ariel or Times New Roman font. The research paper should be organized in the following manner:

- Page 1 cover page, must include your name, the date, document and class title, time/day that class meets and the instructor's name spelled correctly. **Note: this cover page format is required for any assignment to be accepted.**
- Pages 2-7 research paper
- Page 8 reference or works cited page – minimum of 4 references using APA format.
- Please send research paper drafts via email so that feedback can be provided using the track changes function on Microsoft Word. Points are based on the following rubric for research paper grading:

<b>Research Paper Grading</b>			
Category	In Progress	Acceptable	Excellent
<b>Level of information, research/ sources</b>	0-2 references with some source information documented- contains errors or missing documentation. 0-10	3 reputable and current (>2000) references with few documentation errors. 18	Student researched at least 4 current references from peer reviewed research, government or other respected web sites. 25
<b>Opposing arguments</b>	Student fails to provide opposing arguments or argument is not convincing for selected topic. 0-6	Student provides 1-2 convincing opposing arguments for selected topic. 13	Student provides 2 or more convincing opposing arguments for selected topic. 20
<b>Organization</b>	Organization of the paper is confusing to the reader and fails to contribute to a reader's understanding of the subject. 0-10	Information is generally organized but paragraphs may need better construction. 18	Information is very well organized with well-constructed paragraphs and subheadings, which contribute to a reader's understanding of the subject (paper flows very well). 25
<b>Length of paper (content – not including cover and references)</b>	Paper is less than 4 pages long. 0-6	Paper is 4-5 fully typed pages (No gaps/ spaces). 12	Paper is 6 fully types pages (No gaps/ spaces). 20
<b>Mechanics and APA format</b>	There are 6 or more APA errors, including citations and references. 0-6	There are fewer than 4 APA errors, including proper citations and references and up to 4 grammatical, punctuation or spelling errors. 13	Paper conforms to APA format, including correctly cited citations and references. No documentation errors and no grammatical, spelling or punctuation errors. 20
<b>Application of current health care system issues</b>	Less than 30% or no direct analysis related to current healthcare issues or laws. 0-6	At least 30% of the analysis is related directly to course work and readings and 1 comparable law is mentioned. 13	At least one-half of the analysis is related directly to current health care system issues and at least 2 comparable laws are mentioned. 20
<b>Writer's opinion based on facts</b>	Less than 15% is student's opinion or no logical conclusion. 0-6	15% of the paper is the student's opinion and conclusion is based on facts. 13	At least 20% of the paper is based off the student's opinions of presented research. 20
<b>Total</b>	50	100	150

Oral Presentation Grading		
Criterion	Possible Points	Total points
Cover slide and Agenda used and objectives of presentation explained	8	
Explain how topic fits into healthcare	6	
Professional, engaging introduction, topic interesting & easy to follow, credible with smooth transitions & credible conclusion	8	
2 current health care reform topics are incorporated	6	
3 health care system issues incorporated	6	
How does subject affect patients and medical staff?	6	
What are ways to increase awareness on the subject or ways healthcare professionals can address it?	6	
For groups, an opinion regarding topic from each member of group with balanced presentation of any opposing arguments	8	
Program is free of grammatical errors, stammering or repeated "ahs"	8	
PowerPoint and references submitted to instructor in proper APA format	8	
10-15 slides excluding cover and references	8	
Additional communication tools or techniques used in addition to PowerPoint	8	
10-15 minutes – exceeding or going below time limit deducts from score	6	
<b>Total Score</b>	100	x/100

### **Oral Presentation:**

- Each student will participate in a presentation relating to the outcomes of this course to assist you in successful performance in the workplace. Being an educated and professional presenter will give you a great advantage in your job. Successful leaders must be able to distill and communicate information in order to achieve results.
- This presentation will be 10 to 15 minutes using any media or handouts that you see fit. Creativity is a plus. Your audience needs to understand and remember your information in order to use it.
- You will pick a topic related to diversity (cultural or related to stages of the life cycle), confidentiality or teams and teamwork. Interviewing a professional on one of these topics will earn you **10 extra credit points**.
  - The entire group must participate in that interview.
  - You must submit a business card and brief summary of the person's responsibility in the organization.
  - You will also send a thank you note to your host that has been reviewed by your instructor and signed by the entire group.
- A maximum of 100 points will be awarded for presentations.
- Elements of presentation are as stated below.

### **Oral Presentation of the Research Paper:**

- Each student will give a 10 to 15 minute PowerPoint presentation to the class. We must be respectful of the time of others. Exceeding the time limit will deduct from your final score.
- Your individual power point presentation will be used to assist you with the completion of your final paper because it will be based on your research paper outline.
- A maximum of 100 points will be awarded for presentations
- Elements of presentation:
  1. **Delivery** includes eye contact, appropriate facial expressions and gestures. Pitch and speed are varied appropriately. Voice quality is pleasing, smooth and clear. Enunciation is clear and free of mumbling or poor word formation
  2. **Introduction** tells what you will cover, is attention getting and engages the audience.
  3. **Content** is interesting, credible, easy to follow and the main facts are easily identifiable. Transitions are smooth.
  4. **Conclusion** summarizes your information and restates the main point.
  5. **Overall** follow directions, be aware of audience (poised) and use appropriate visual aids.

Acknowledgement is provided here to all fellow Bryant & Stratton College associates,  
the 2010 Bryant & Stratton Course Review Board and  
all peers who generously shared content or ideas for syllabi preparation.

## Participation Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Week 4 Progress Report/ Midterm Grade Report

Each area of participation is graded on a scale from 0 (lowest) through 2.5 (highest), using the criteria below. This criterion focuses on the behaviors that demonstrate your ability to be successful in Intro to Healthcare. These are behaviors or traits that are also required for the successful healthcare professional. Additionally this allows students who demonstrate above average participation to receive more credit.						
Criteria						
	2.5 Superior	2 Above Average	1 Minimum Competency	0 Deficient	Possible score	My score
<b>Promptness</b>	Always prompt for class and remains for entire class period.	Prompt for class and remains until end all but 1-2 times per semester.	Prompt for class and remains until end all but 3-4 times per semester.	Habitually late for class or leaves early.	2.5	—
<b>Participation</b>	Actively participates & contributes without monopolizing class <b>90-100% of the time.</b> Asks questions, responds respectfully and applies information learned to group work. <b>Frequent</b> , energetic participation is <b>almost always voluntary.</b>	Actively participates & contributes without monopolizing class <b>80-90% of the time.</b> Asks questions, responds respectfully & applies information learned to group work. <b>Occasional</b> , energetic participation <b>must sometimes be invited.</b>	Actively participates & contributes without monopolizing class <b>70-80% of the time.</b> Asks questions, responds respectfully and applies information learned to group work. <b>Often hesitates to participate &amp; must be encouraged.</b>	Participates <b>less than 70%</b> of the time. Little or no active listening or contribution. Does not always respond respectfully or apply information learned to group work. <b>Rarely participates in class activities and or disrupts class.</b>	2.5	—
<b>Behavior</b>	Student <b>never</b> displays disruptive behavior during class.	Student <b>rarely</b> displays disruptive behavior during class.	Student <b>occasionally</b> displays disruptive behavior during class.	Student <b>frequently</b> displays disruptive behavior during class.	2.5	—
<b>Preparation</b>	Student is <b>always</b> prepared for class with assignments and required class materials.	Student is <b>usually</b> prepared for class with assignments and required class materials.	Student is <b>rarely</b> prepared for class with assignments and required class materials.	Student is <b>almost never</b> prepared for class with assignments and required class materials.	2.5	—
					10	—

# Health Services Management II HTHS 302

## Contract

The purpose of this document is to confirm that the student:

\_\_\_\_\_ received a copy of both the system and supplemental syllabi, thoroughly reviewed and agree with the policies and procedures of Bryant and Stratton College and the HTHS 302 course instructor for the enrolled term. In doing so, the student will comply with both syllabi.

Student  
Signature \_\_\_\_\_

Instructor \_\_\_\_\_

Date \_\_\_\_\_

Please submit this signed document to your instructor on the first day of class.

**Bryant & Stratton College**

**Course Syllabus HTHS 302 HEALTH SERVICES MANAGEMENT II**

*Please note: This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will provide a supplemental syllabus that will express how he or she will specifically facilitate the course along with detailed methods of assessment and guidelines for the students' success.*

<b>Semester Credit Hours:</b>		<b>Lecture:</b>	<b>Lab:</b>	<b>Internship:</b>
<b>INSTRUCTOR'S NAME:</b>		<b>MEETING TIME:</b>		<b>Skills Assistance Time:</b>
				<b>TERM:</b> Spring 2011
<b>PREREQUISITE(S)</b> HTHS 301 Health Services Management I			<b>COREQUISITE(S)</b>	Date of Last Revision Spring 2011
<b>PROFICIENCY AVAILABLE: NO</b>			<b>RESEARCH REQUIRED: YES</b>	
<b>COURSE CATALOG DESCRIPTION:</b> This course provides the student with advanced concepts and applications of the management process in health care. Perspectives from organizational theory and management provide a conceptual basis for understanding and analyzing the practice of management in health care organizations. An overview of the strategic management process is provided. Advanced principles of management in health service organizations, focusing on legal and ethical concepts, corporate compliance, long-range planning, growth through alliances and affiliations, and future trends are discussed.				
<b>LIFELONG LEARNING:</b> Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.				
<b>COURSE OUTCOMES:</b> <b>Upon completion of this course, students will be able to:</b>				
<ul style="list-style-type: none"> <li>8. Employ best practice management and effective leadership techniques to improve employee and organizational performance.</li> <li>9. Recognize and respond to the complex legal and ethical concepts relating to the management of health care organizations.</li> <li>10. Identify issues and evaluate strategies surrounding corporate compliance, conflicts of interest, fiduciary responsibility, fraud, and abuse in health care organizations.</li> <li>11. Describe the relationship and responsibilities between and among management and the board of directors in health care organizations.</li> <li>12. Explore and articulate effective process through which health care organizations develop and implement strategic and long-range planning and identify outcome measures.</li> <li>13. Identify issues surrounding corporate strategic alliances, mergers, and affiliations.</li> <li>14. Analyze future trends and challenges in health care.</li> </ul>				
<b>INSTITUTIONAL OUTCOMES:</b> Bryant & Stratton College is a lifelong learning institution committed to teaching people "how to learn" and to value lifelong learning related to career longevity. To complement the technical program outcomes associated with a career field, the College supports the following institutional outcomes within all degree programs.				
As a result of their Bryant & Stratton College experience, graduates develop critical skills and should be able to:				
<ul style="list-style-type: none"> <li>1. Employ information literacy skills through the effective use of technology and information resources to accomplish a goal.</li> <li>2. Pursue new learning opportunities within their community and career for personal and professional growth.</li> <li>3. Develop thinking processes and utilize learning strategies to understand their metacognitive abilities.</li> <li>4. Transfer knowledge from life lessons and formal instruction to new situations as evidence of relational learning.</li> <li>5. Demonstrate proficient mathematic and communication (written and oral) skills as required in the workplace.</li> </ul>				
<b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b> <i>Bryant &amp; Stratton College faculty, as content area experts, selected the following media package for this course. A decision was made from these approved packages and is reflected on the supplemental syllabus.</i>				
<b>Recommended Ancillaries:</b> Instructor's Manual, Test Banks, Online Case Studies, PowerPoint Presentations				
Package A Health Services Management I *BUNDLE* Essentials of the US Health Care System, Edition 2, Jones ISBN: 978076376380 Intro to Health Care Management, Jones ISBN: 9780763734732  ISBN: 9780763795962		Package B (if applicable)		Package C (if applicable)

**TIME COMMITMENT NECESSARY TO EARN COURSE CREDIT:**

Bryant & Stratton College subscribes to a philosophy commonly held by institutions across higher education: achievement of success with college-level study will necessitate that the student devotes both scheduled in-class time as well as significant out-of-class time to meeting course outcomes. For example, in order to successfully achieve all outcomes for a 3-credit hour course, it is expected that each student will participate in the scheduled in-class hours (three 50-minute contact hours – 150 minutes – each week) and dedicate an approximate total of 90 hours during the term for out-of-class preparation and work time. Each instructor's supplemental syllabus details the out-of-class activities that are associated with his/her specific course. Though each student's actual allocation of time to specific out-of-class activities will vary, he/she should anticipate that the overall time commitment, in class and out of class, will be necessary for successful completion of this course.

**METHODS OF ASSESSMENT:**

Bryant & Stratton College is committed to providing you with an education that will aid in the development of your critical and technical skills. During this course you will be required to complete at least one authentic assessment that enables you to demonstrate your knowledge and skills through performances or projects that simulate "real world" working situations. You may also be required to complete traditional evaluations; however, emphasis will be on the practical application of your knowledge. You must earn a grade of **70%** or higher in order to pass each evaluation. A **non-graded diagnostic** assessment is provided at the beginning of the course to discover your level of knowledge in order to guide you toward successful completion of course requirements. Your instructor will provide specific grading criteria for this class as well as a detailed list of all assignments and assessments, including the value each will have for your final grade for the course. By the end of Week 7, your instructor will inform you of your progress in this course.

**POLICY ON ASSESSMENT DUE DATES:**

Bryant & Stratton's College educational philosophy is to provide each student with an opportunity to actively learn and demonstrate competencies needed in today's high performance workplace. Opportunities will be made available for you to reach your maximum learning potential. Until the instructor-assigned due date, you will be able to review, revise, and/or rework your assessments. Just as in the workplace, it is expected that you will complete all assignments and assessments by the due date. Your instructor may deduct credit for assignments turned in after the due date.

**SKILLS ASSISTANCE:** (supplemental learning options determined by your instructor)

You will be required to attend Skills Assistance if your instructor determines, at any time during the semester, that you need additional help in order to progress successfully in the course. At Skills Assistance you will be able to receive additional help to address deficiencies, answer questions, and identify strategies to be successful in this course. Skills Assistance meeting times and place will be provided by your instructor.

**PARTICIPATION AND ATTENDANCE:**

Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the business community. In order to successfully attain your college degree, you must be committed to your course of study and demonstrate that commitment through regular class attendance, active participation in the learning experience, and completion of all assigned work. It is your responsibility to make arrangements with your instructors to receive any assignments you may have missed as a result of absences.

Absences are recorded daily, become a part of your permanent record, and may be referred to by future employers. Attendance is taken in all classes and labs, at your internship site, and during all mandatory skills assistance sessions.

**SYLLABUS SUPPLEMENT:**

At the beginning of the term, your instructor will provide you with a document that will supplement the information provided on this syllabus. Specifically, the syllabus supplement will include the following:

1. A statement of the instructor's approach to the course.
2. The course outcomes and how the learning activities within course will help you reach these outcomes. (\*This information can be found in the TRACKING CALENDAR the instructor will include as part of the syllabus supplement.)
3. Identification of the specific required media for the course.
4. A list of additional resources that will be used to supplement the textbook(s) and enrich the content of the course.
5. A description of the diagnostic assessment that will be used in this course to identify your current knowledge and skills in relation to course content.
6. Specific grading criteria for the course, including a list and description of assessments and a detailing of how your final grade will be determined.
7. An explanation of the amount of time you will have to commit to study and coursework, both in and out of class, in order to be successful in this course.
8. An explanation of expected classroom etiquette that will lead to a productive learning environment for all.
9. A list and explanation of the specific critical workplace skills that the course will help you develop, enhance, or refine.
10. A description of the possible portfolio piece(s) you will produce in the course.
11. A description of how the course will assist you in developing lifelong learning competencies, including information literacy.
12. A list of supplies and/or resource materials you will need to acquire or utilize in order to fully participate in the class.
13. A description of the technology usage expectations required of you in this course.
14. An attached weekly TRACKING CALENDAR that will detail when and how course topics and course outcomes will be addressed and when all course assignments and assessments (see #6 above) will be due.

**TOPICS TO BE COVERED IN THIS COURSE:**

**I. Organizational Structure and Behavior**

- Organizational Theory and Design
- Organizational Structure and Staffing
- Teamwork
  - Who Is on the Team?
  - Team Communication
  - Managing Teams of Healthcare Professionals
- Intergroup Relationships
- Managing Under Difficult Circumstances
  - Cutbacks/Downsizing
  - Fluidity and Constant Change
- Committees
  - Purpose and Use of Committees
  - Limitations and Disadvantages
  - Enhancing Committee Effectiveness

**II. Leadership**

- Leadership vs. Management
- Leadership Styles
- Barriers and Challenges

**III. Performance Improvement in Health Care**

- Defining Quality in Health Care
- Role of the Manager in Creating High-Performance Health Care Organizations
- Quality Assurance
  - QA Assumptions and Actions
  - Managing Ongoing QA
- Peer Review and Quality Improvement
  - Professional Standards Review Organizations (PSROs)
  - Peer Review Organizations (PROs)
- Continuous Quality Improvement
  - CQI in Health Care
  - Applying CQI
- Other Quality Improvement Models
  - Benchmarking
  - Six Sigma Strategies
- Assessment of Healthcare System Improvement
- Adapting Customer Service Techniques to the Health Care Environment

**IV. Legal and Ethical Imperatives**

- Ethical and Legal Concepts in Health Care
  - Biomedical Concerns
  - Research Hospitals
  - Beginning- and End-of-Life Care
- Role of the Health Care Manager in Legal Concerns
- Conflicts of Interest
- Torts

- Contracts
  - Elements of Contracts
  - Writing, Renewing, and Ending of Contracts Malpractice

**Safety and Security**

**V. Corporate Compliance, Fraud, and Abuse**

- Fraud and Abuse in the Health Care System
- Medicare and Medicaid Fraud and Abuse
- Kickbacks and Self-Referrals
- OIG Advisory Opinions
- Management Responsibility for Compliance
  - Internal Controls
  - Corporate Compliance Programs
  - Model Compliance Plans
- Accreditation and Licensure
  - Managing the Accreditation Process
  - Maintenance of Licensure

**Managing HIPAA Compliance**

**VI. Governance and the Board of Directors**

- Governance Principles and Functions
- Roles and Responsibilities of the Board in Health Care
- Board Effectiveness
- Board/Management Relations
- Paying the Board

**VII. Strategic and Long-Range Planning**

- Purpose and Importance of Strategic Planning
- The Role of the Healthcare Manager in Strategic Planning
- The Planning Process
  - Defining Core Values, Philosophy, and Mission Statements
  - Setting Goals and Objectives
- Environmental Analysis and Assessment
- Strengths and Weaknesses Analysis
- Rollout and Implementation
- Monitoring and Control

**VIII. Growth through Strategic Alliances and Affiliations**

- Alliances in Health Care
  - Purpose of Alliances
  - Types of Alliances
  - Ongoing Management of Alliances
- Mergers and Affiliations

**IX. Future Trends in Health Care**

- The Globalization of Health Care
- The Aging U.S. Population
- Meeting the Needs of America's Recent Immigrant Population
- Competition from Emerging Health Care Delivery Options
- Information Transparency and its Effect on Patient Safety
- Terrorism and Disaster Management
- Consumer-directed Health Care

# Legal Aspects of Health Care Management HTHS 305 Syllabus Supplement

Instructor: Racheal Kalama, MBA, MHA,PHR                      E-mail [rkalama@bryantstratton.edu](mailto:rkalama@bryantstratton.edu)  
damakalama@yahoo.com

Class: HTHS 305 Legal Aspects Of Health Care Management

Class Time: Fridays: 6:00PM – 8:45PM:West Campus

Skills Assistance: 5:00PM – 6:00PM and By Appointment when necessary

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## Welcome to Legal Aspects of Health Care Management!

I am honored to be before you to teach you more about your health care career through an understanding of the legal aspects of ethical and bioethical components of the health care industry.

I attended Cardinal Stritch University, in Milwaukee, WI, where I received my undergraduate degree in Human Service Management in 2009 and my Masters of Business Administration (MBA) in 2011. Then I went on to Concordia University to receive two MBA Concentrations: Health Care Administration and Human Resource Management in 2012. I am a certified Professional in Human Resource Management (PHR) and currently working towards a Doctorate in Higher Education and Leadership at Cardinal Stritch University.

I was not a traditional student during my college career; thus I understand that other concerns at times can get in the way of our education. The key to success is learning to balance home, family, social life and career. I encourage you to stay focused and employ the following skills:

1) Perfect attendance, 2) continually studying and 3) diligently practicing new skills learned.

Please feel free to contact me if you need assistance or have concerns during the course of this class. Good luck!

As healthcare professionals you will be challenged to provide quality outcomes. We will use various media in our student centered learning, to assist you to understand and retain necessary information. You will also work in teams and your ideas will be presented, in order to increase the effective communication, collaboration and leadership skills necessary in the real workplace. Skills can be taught but you choose your attitude. Your active participation through written assignments, class participation, cooperative efforts and teamwork will help you to learn not only the course material but how to function most effectively in a dynamic healthcare environment. The more you put into your educational experience, the more you will achieve.

**Required Text and Media** (Includes PowerPoint, internet research and business contact)

Pozgar, George D., (2012) *Legal and Ethical Issues for Health Professionals*: Sudbury, Massachusetts: Jones and Bartlett Publishers. 11th Edition ISBN: 978-0-7637-80494

## Available Resources

The Bryant & Stratton College *APA Style Guide* – Copies are available in the Library and on the campus Library Portal. Do not remove copies from Library without permission.

The Libraries (both campus-based and virtual) will be valuable sources for research (books, periodicals, web-based resources). The campus librarian(s) and the online 24/7 reference librarians (available through QuestionPoint™) will be invaluable resources for research help.

Students also have access to SMARTHINKING, a resource that offers live online tutoring and writing lab. <http://www.smarthinking.com/>

Additionally, the Learning Center on campus is a valuable source for both face-to-face and computer-aided tutoring in a number of specific areas that can impact success in this course.

## Course Description

This course explores in part the essential legal aspects, ethical and bioethical components of the health care industry. Included is background information regarding the evolution of the health care system as well as a primer in applicable health care laws. **Students will learn about the anatomy of a lawsuit as well as the responsibilities and liabilities of all health care professionals and organizations.** Patient rights and responsibilities are discussed along with the ethical responsibilities of health care providers.

## Diagnostic Assessment

A **non-graded diagnostic** assessment is provided at the beginning and end of the course to discover your level of knowledge in order to guide you toward successful completion of course requirements. This will be in the format of a multiple choice quiz.

## Course Outcomes and Objectives

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

1. Debate the “right” to health care in the U.S. from a global perspective.
2. Analyze laws that apply to the health care environment.
3. Articulate the rights and recourse of a health care professional as it applies to the legal process for a lawsuit.
4. Examine the specific rights and responsibilities of health care professionals.
5. Analyze the liability issues for health care corporations, departments within a health care organization, as well as various occupations within the health care field to inform decision making.
6. Explain the meaning of “informed consent” and describe the various forms of consent
7. Examine the rights and responsibilities of a patient
8. Analyze the ways in which a patient’s privacy is protected for effective healthcare records, and situations that mandate patient information reporting
9. Examine acts by a health care professional or organization that would be considered criminal
10. Explain the purpose of contracts and antitrust within the health care setting
11. Articulate the ethical codes that govern health care providers
12. Examine the rights of vulnerable populations in regards to biomedical ethical issues
13. Explain the health care provider’s role in end of life decisions, and the role of patient rights in end of life decisions.

## Critical Skills Addressed in this Course

These are the essential abilities needed to succeed in a dynamic workplace environment:

***Ethical behavior, Working well in teams, Strategic Thinking, Achieving quality, Lifelong learning, Using technology effectively, Continuous adaptation to change, Information analysis & communication, Taking responsibility – no excuses, Problem solving strategies, Persisting to reach goals, Professionalism.***

## Course Requirements

1. **Respect** yourself, your classmates, your instructor and Bryant & Stratton College policy. Courtesy is expected at all times with respect for culture, age, race and gender. All students have the right to an environment free of misconduct.
2. **Profanity: *There is zero tolerance for profanity in this course this means NO swearing or crude language.*** In the healthcare workplace, profanity is considered to be a type of harassment. ***Violation will result in removal from class resulting in a "0" for the day and no make up quizzes or tests.***
3. **Academic Honesty and Plagiarism** The intent of this course is to think and to implement lifelong learning not to cut and paste the work of others without providing proper credit. **Any form of cheating will not be tolerated.** Your work will be analyzed for content originality and must represent your own words or ideas. All relevant sources must be cited and you must make clear the extent to which those sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication originates from an identifiable source. ***Plagiarism is a serious academic offense which could result in failure or dismissal,*** and occurs when a student uses another person's ideas or words without giving appropriate credit to the source of that material. Any fact, idea, summary, paraphrase, or quotation that is borrowed from another person's work and included in your paper must be documented through proper citation and referencing. Your work is to be written ***in your own words.*** Information that is directly quoted from source material must be set off with quotation marks and cited appropriately.
4. **Attendance Policy Review:** Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the business community. In order to successfully attain your college degree, you must be committed to your course of study and demonstrate that commitment through regular class attendance, active participation in the learning experience, and completion of all assigned work. It is your responsibility to make arrangements with your instructors to receive any assignments you may have missed as a result of absences. *Absences are recorded daily, become a part of your permanent record, and may be referred to by future employers.* Attendance is taken in all classes and labs, at your internship site, and during all mandatory skills assistance sessions. *(See the Student Guide for further explanation of the College's attendance policy.)* If you miss the equivalent of three weeks worth of class participation in this class, you will be assigned a grade of F and will not be allowed to earn another grade without the approval of the instructor.

**Students are required to sign the attendance sheet at each class meeting.**

5. **Class Participation is required.** Participation points are earned on a weekly basis. In addition to active participation, points will be available in various forms including pop quizzes, one-page written assignments, and weekly news articles. In order to discourage students from regularly attending class late or leaving early, opportunities to earn participation points will be announced at random (e.g. pop quizzes may be given at the beginning or end of class). Refer to the participation rubric for complete details.
6. **Skills Assistance:** I will remain in the classroom to serve as a resource and will be available to work with individuals or small groups. For night classes the 40 minutes after class will be set aside for skills assistance.
7. **Student Portfolio:** the Portfolio process will be a great benefit to you when you begin the job interview process. You will identify work produced in each course to demonstrate your knowledge, skills and behaviors that will benefit a prospective employer. The research paper for HTHS 305 will be a good reference for explaining your knowledge of laws, ethical, moral issues or diversity facing the health professional.
8. **Time Commitment Necessary** to earn course credit. Bryant & Stratton subscribes to the common academic philosophy that a minimum of double the time spent in class should be

spent in study and research to achieve optimum results. This is a 3 credit hour course, so for each 3 hours in class you should be spending at least 6 hours preparing assessments, readings, case studies and presentations. The expectation for college level study is that it goes well beyond the classroom.

9. **All Cell Phones, pagers and other electronic devices** will be turned off and packed away prior to coming to class. Talking or texting on a cell phone in class or leaving the room during class to talk on a phone will result in receiving a "0" for participation points for the day. Any **student using an electronic device for entertainment or communication will be asked to leave immediately** without the ability to make up the day's work. Students may return/ make phone calls during their break.
10. **Professional dress is expected at all times** as this class is meant to prepare you for the workplace. If you would not wear something to a professional job, do not wear it to this class.
11. **No children are to be allowed in class.** If you have no option but to care for your child during class time, you must make prior arrangements to miss class and see your instructor for skills assistance. If you arrive with a child, you will be asked to leave.
12. **Leaving the classroom** during the class period (except for breaks) may cause a "0" for daily participation points. **PLAN AHEAD!** It is acceptable to bring in **covered** liquids to drink if there are no computers in the classroom, but food is always prohibited. Students may eat in the student lounge/cafeteria during break.
13. **Leaving the room during an exam** will result in an automatic "0" on the exam.
14. **A field trip** which will be announced at least two weeks in advance may take place this semester.
  - i. All students are required to attend any scheduled field trips and be courteous and respectful.
  - ii. You will each be writing a graded thank you letter to our host which explains:
    1. How you benefited from the visit
    2. What most impressed you
15. **Some work will be completed in class** in the Library or the computer lab so bring materials necessary to save your work, i.e. flash/jump drives.
16. **Missed class materials are the student's responsibility.** Please get any information from the instructor or a fellow student. Schedule skills assistance time with the instructor as needed.
17. **Exams are taken on the scheduled dates. There are no make-up exams.**
18. **Late assignments will not be accepted.** Just as in the workplace, timeliness is an expectation that should become your habit. In healthcare, someone's life or the success of your company may depend on you meeting your goals. All students are required to send a test email to the instructor by the second week of classes to ensure emails are working properly and lines of communication are not obstructed.

## Grading

Students will be graded in four categories; participation (class activity and weekly completion of assigned in-class activities), homework/ case studies (due weekly), examinations (2 per semester), an individual/ group (pending class size) presentation and a final research paper and oral presentation. Each category is worth the following:

Item Graded	Percent of Final Grade	Points
Exam 1	15%	75
Research topic presentation	20%	100
Exam 2	15%	75
Research Paper	20%	150
Homework/Case Studies	20%	500
Participation and Professionalism	10%	100
<b>Total</b>	<b>100%</b>	<b>1000</b>

### Grading Scale:

Percentage Grade	Letter Grade	Description	GPA Point Value
90-100%	A	<b>Excellent</b> - Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.	4.0
85-89%	B+	<b>Very Good</b> - Performance of the student has been very good, though not at the highest level.	3.5
80-84%	B	<b>Good</b> - Performance of the student has been good, though not of the highest level.	3.0
75-79%	C+	<b>Satisfactory</b> - Performance of the student has been more than adequate, satisfactorily meeting the course requirements.	2.5
70-74%	C	<b>Fair</b> - Performance of the student has been acceptable, adequately meeting the course requirements.	2.0
65-69%	D+	<b>Poor</b> - Performance of the student has been poor, however, is passing and worthy of credit.	1.5
64% or less	F	<b>Failure</b> - Performance of the student failed to meet course requirements therefore <b>no</b> credit is earned.	0

### Research Paper

- You are required to research and write a paper on a legal question or dilemma in current health care systems.** I will assign one topic to each student at the beginning of the semester based upon your area of interest.
- You are expected to take a position on an issue and support your position with research, including at least 3 laws related to the issue and any ethical or moral issues that may arise from the position you are taking.
- Also discuss the benefits and/ adverse consequences of your position (balanced argument).
- Plagiarism will result in an automatic "F" for this paper and may result in an "F" for the course. In addition to your book, APA writing tips are available at the following URL.  
[APA & Writing help @ owl.english.purdue.edu/owl/resource/560/04/](http://owl.english.purdue.edu/owl/resource/560/04/)  
It is helpful to keep a shortcut to this link on your desktop for easy reference.

### Format

The body of the paper will be APA style and at least **8** typed double-spaced pages with 1 inch margins, and 12-point Ariel or Times New Roman font. The research paper should be organized in the following manner:

- Page 1 cover page, must include your name, the date, document and class title, time/day that class meets and the instructor's name spelled correctly. **Note: this cover page format is required for any assignment to be accepted.**
- Pages 2-8 research paper
- Page 9-11 reference or works cited page – minimum of 5 references (other than the text book) using APA format.
- Please send research paper drafts via email so that feedback can be provided using the track changes function on Microsoft Word. Points are based on the following rubric for research paper grading:

<b>RESEARCH PAPER</b>		
<b>In Progress</b> 50 Points (5)	<b>Acceptable</b> 100 Points (10)	<b>Excellent</b> 150 points (15)
The topic is too broad or too narrow to complete this assignment.	The topic selected is good, but is a little too broad or narrow.	The topic selected is appropriately narrowed.
The paper fails to take a clear position on the issue.	Subjective (i.e. not based on science) yet thoughtful reasons are provided in support of position.	Subjective reasoning in support of positions taken is very compelling.
The paper fails to support the position with thoughtful and appropriate argumentation. No relevant laws are included.	Rationale is not objective (i.e. based on scientific facts) therefore fails to provide strong support for the argument. 1-2 relevant laws are included.	Rationale is objective therefore it provides strong support for the argument. 3 relevant laws are included.
Student fails to provide opposing arguments for selected topic.	Student provides 1-2 opposing arguments (pros/ cons, if applicable) for selected topic.	Student provides $\geq 2$ opposing arguments (pros/ cons, if applicable) for selected topic.
The paper is inadequately researched and does little to assist the writer in communicating effectively with the audience.	The paper uses a modest amount of research the generally helps communicate the writer's ideas to the reader.	The paper is carefully researched, and the student uses the research effectively.
Organization of the paper is confusing to the reader and fails to contribute to a reader's understanding of the subject.	Organization of the paper is moderately appropriate and generally contributes to a reader's understanding of the subject.	Organization of the paper is appropriate and contributes to a reader's understanding of the subject (paper flows very well).
Grammatical and/ mechanical errors are common ( $\geq 10$ ).	There are several grammatical and/ mechanical errors (5-9).	There are less than 5 grammatical / mechanical errors.
Paper is less than 4 pages long.	Paper is 4 to 7 fully typed pages (no gaps/ spaces).	Paper is $>8$ fully types pages (no gaps/ spaces). Not including title & reference pages
There are no valid citations (via credible sources, NOT Wikipedia, blogs or popular press). Student does not use current research ( $\geq 2005$ ).	Student uses current research ( $\geq 2005$ ). There are $<5$ valid citations.	Student uses current research ( $\geq 2005$ ). There are $\geq 5$ valid citations.
There are 4 or more APA errors, including citations and references.	There are fewer than 4 APA errors, including proper citations and references.	Paper conforms to APA format, including correctly cited citations and references.

Oral Presentation Grading		
Criterion	Possible Points	Total points
Cover slide and Agenda used and objectives of presentation explained	8	
Explain how topic fits into healthcare	6	
Professional, engaging introduction, topic interesting & easy to follow, credible with smooth transitions & credible conclusion	8	
For groups, participation of each group member	6	
3 current laws incorporated	6	
3 health care system issues incorporated	6	
How does subject affect patients and medical staff?	6	
What are ways to increase awareness on the subject or ways healthcare professionals can address it?	6	
For groups, an opinion regarding topic from each member of group with balanced presentation of any opposing arguments	8	
Program is free of grammatical errors, stammering or repeated "ahs"	8	
PowerPoint and references submitted to instructor in proper APA format	8	
10-15 slides excluding cover and references	8	
Additional communication tools or techniques used in addition to PowerPoint	8	
10-15 minutes – exceeding or going below time limit deducts from score	8	
<b>Total Score</b>	<b>100</b>	<b>x/100</b>

### **Individual/ Group Oral Presentation:**

- Each student will participate in a group presentation relating to the outcomes of this course to assist you in successful performance in the workplace. Groups will be assigned according to class size. Being an educated and professional presenter will give you a great advantage in your job. Successful leaders must be able to distill and communicate information in order to achieve results.
- This presentation will be 10 to 15 minutes using any media or handouts that you see fit. Creativity is a plus. Your audience needs to understand and remember your information in order to use it.
- You will pick a topic related to a current ethical health issue. Note topics must be approved prior to proceeding with the presentation because the same topic will be used for your final papers. The approval process for topics will be explained in class by the instructor on the first day of class. Note- if you interview a healthcare professional on one of these topics will earn you **10 extra credit points**.
  - The entire group must participate in that interview.
  - You must submit a business card and brief summary of the person's responsibility in the organization.
  - You will also send a thank you note to your host that has been reviewed by your instructor and signed by the entire group.
- A maximum of 100 points will be awarded for presentations however the score is for the entire group, so you need to work together.
- Elements of presentation are as stated below.

### **Oral Presentation of the Research Paper:**

- Each student will give a 10 to 15 minute PowerPoint presentation to the class. We must be respectful of the time of others. Exceeding the time limit will deduct from your final score.
- Your individual power point presentation will be used to assist you with the completion of your final paper because it will be based on your research paper outline.
- A maximum of 100 points will be awarded for presentations
- Elements of presentation:
  1. **Delivery** includes eye contact, appropriate facial expressions and gestures. Pitch and speed are varied appropriately. Voice quality is pleasing, smooth and clear. Enunciation is clear and free of mumbling or poor word formation
  2. **Introduction** tells what you will cover, is attention getting and engages the audience.
  3. **Content** is interesting, credible, easy to follow and the main facts are easily identifiable. Transitions are smooth.
  4. **Conclusion** summarizes your information and restates the main point.
  5. **Overall** follow directions, be aware of audience (poised) and use appropriate visual aids.

Acknowledgement is provided here to all fellow Bryant & Stratton College associates, the 2010 Bryant & Stratton Course Review Board and all peers who generously shared content or ideas for syllabi preparation.

## PARTICIPATION RUBRIC

Regular class attendance is necessary in order for you to receive the maximum benefit from your education and to develop professional work habits. Points are earned on a daily basis, depending on your participation.

Each area of participation is graded on a scale from 0 (lowest) through 10 (highest), using the criteria below. The criterion focuses on the behaviors that demonstrate your ability to be successful in this course. These behaviors or traits are also required for the successful healthcare professional. Additionally this allows students who demonstrate above average participation to receive more credit.						
	2.5 Superior	2 – Above Average	1 – Minimum Competency	0 - Deficient	Possible Score	My Score
Promptness	Prompt for class and remains for entire class period. Ready to work as class begins.	Prompt for class and remains until end but may not be completely organized prior to class start or packs up prior to end.	May begin or leave class <b>up to 2 minutes late</b> or early and is either unpacked or packed up inappropriately.	Is <b>more than 2 minutes</b> late or leaves more than 2 minutes prior to class dismissal, or walks out during class unexcused for personal business.	2.5	—
Participation	Actively participates & contributes without monopolizing class <b>90-100% of the time</b> . Asks questions, responds respectfully and applies information learned to group work. <b>Frequent</b> , energetic participation is <b>almost always voluntary</b> .	Actively participates & contributes without monopolizing class <b>80-90% of the time</b> . Asks questions, responds respectfully & applies information learned to group work. <b>Occasional</b> , energetic participation <b>must sometimes be invited</b> .	Actively participates & contributes without monopolizing class <b>70-80% of the time</b> . Asks questions, responds respectfully and applies information learned to group work. <b>Often hesitates to participate &amp; must be encouraged</b> .	Participates <b>less than 70% of the time</b> . Little or no active listening or contribution. Does not always respond respectfully or apply information learned to group work. <b>Rarely participates in class activities and or disrupts class</b> .	2.5	—
Behavior	Student <b>never</b> displays disruptive behavior ( <u>talking, texting, noisy, surfing web, rudeness</u> ) during class session.	Student <b>rarely</b> (>1x) displays disruptive behavior ( <u>talking, texting, noisy surfing web, rudeness</u> ) during class session.	Student <b>occasionally</b> (<2X) displays disruptive behavior ( <u>talking, texting, noisy, surfing web, rudeness</u> ) during class session.	Student <b>frequently</b> (< 3x) displays disruptive behavior ( <u>talking, texting, noisy, surfing web, rudeness</u> ) during class.	2.5	—
Preparation	Student is <b>completely</b> prepared for class with assignments, required class materials. Has all materials ready for class to begin and is logged on if required.	Student is <b>mostly</b> prepared for class with assignments and required class materials but is still shuffling through some materials as class begins.	Student is <b>minimally</b> prepared for class with assignments and required class materials. May have to question others and still has to organize materials and or logon after class begins.	Student is <b>not</b> prepared for class with assignments and required class materials.	2.5	—
Total	Note, in clinical courses AHLT 130, 230, 240: If student does not meet dress or appearance criteria, no points are earned for the day. Additional points may be deducted at the end of the from final semester grade if students ignore professionalism standards.				10	—

## Professionalism Rubric

Criteria	Expected Conduct	Point Deductions for Unmet Expectations
Accountability	<ul style="list-style-type: none"> <li>▪ Follows BSC guidelines and policies.</li> <li>▪ Assumes responsibility for individual judgments, decisions, and actions.</li> <li>▪ Adheres to MA and HSA Program, school and clinical site dress code.</li> <li>▪ Is prepared for theory, lab, or internship.</li> <li>▪ Is on time for class, skills appointments and internship.                             <ul style="list-style-type: none"> <li>○ <b>Tardy for scheduled appointment</b> with Instructor deducts 3 points.</li> <li>○ Attends any scheduled skills or tutoring appointment. <b>Unexplained Absence</b> from scheduled appointment deducts 6 points up to possible course failure.</li> <li>○ <b>2 tardies for internship results in dismissal from site = Internship course failure.</b></li> <li>○ <b>Unscheduled absence from internship results in dismissal from site = Internship course failure.</b></li> </ul> </li> </ul>	—
Caring	<ul style="list-style-type: none"> <li>▪ Interacts with all others, with respect for human dignity.</li> <li>▪ Exhibits caring behaviors when interacting with patients, families, other care providers.</li> <li>▪ Exhibits caring behaviors when interacting with peers, faculty, and staff.</li> <li>▪ Exhibits caring &amp; non-judgmental attitude.</li> </ul>	—
Communication	<ul style="list-style-type: none"> <li>▪ Interacts in effective and positive manner with patients, peers, faculty, and staff.</li> <li>▪ Communicates information in a timely manner.</li> <li>▪ Utilizes effective verbal and non-verbal therapeutic communication skills when interacting with clients, families, and other care providers.</li> <li>▪ Demonstrates ability to act on written and verbal directions from faculty and members of the healthcare team.</li> </ul>	—
Ethics	<ul style="list-style-type: none"> <li>▪ Maintains and exhibits high ethics.</li> <li>▪ Maintains and exhibits integrity.</li> <li>▪ Upholds high standards of self and others.</li> <li>▪ Refrains from using phone/text/email in class</li> <li>▪ Refrains from using computer inappropriately in class.</li> </ul>	—
Respect	<ul style="list-style-type: none"> <li>▪ Displays a non-judgmental attitude when interacting with clients of different cultures, backgrounds, races, ages, etc.</li> <li>▪ Engages in respectful behaviors.</li> <li>▪ Addresses others with proper title or name.</li> </ul>	—
Safety	<ul style="list-style-type: none"> <li>▪ Consistently maintains a safe environment of care.</li> <li>▪ Does not eat or drink in lab.</li> <li>▪ Protects confidentiality.</li> <li>▪ Engages in non-disruptive behaviors.</li> <li>▪ Recognizes limitations of self to provide effective, safe care.</li> <li>▪ Requests appropriate assistance when needed.</li> </ul>	—
	<ul style="list-style-type: none"> <li>▪ Total points deducted for unprofessional conduct up to 6 for the day in question and subtracted from final course grade at end of semester.</li> </ul>	—

## Homework

Homework is assigned on a regular basis. Written assignments are scheduled on the course tracking calendar. The assignment listed for each week is due by the start of next week's class. Students will receive a copy of the tracking calendar on the first day of class. Contact the instructor for additional

copies if necessary. Specific instructions for homework assignments will be given at each class, therefore attendance is extremely important.

**Homework assignments are to be typed and emailed by the beginning of the following weeks' class period.** They should be in Microsoft word and follow the cover page format referenced in the research section under FORMAT on page 5. Homework assignments that are not received by 6:00 PM on the day of class are considered late. Similar to the real world workplace, any homework assignments received late will earn **no credit** (0 points). The purpose of homework is to prepare students for next week's class and unit exams and to learn professional work habits.

All complete and on time homework assignments will receive 100% value (either 5 or 10 points). Partially complete homework will receive 50% of the point value.

Homework Submitted	Complete	Partially Completed*	Incomplete
On time At the beginning of each class	100%	50%	0%
Late after the beginning of each class	0%	0%	0%

\*Partially completed is defined as failing to answer half (50%) of the assignment and failing to provide complete responses to questions.

### Special Accommodations

Under the guidelines of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), the college is required to provide reasonable accommodations to students with disabilities. Reasonable accommodations will be provided for qualified students with disabilities. If you have a diagnosed learning disability that might affect your performance in this class, and you would like to request special accommodations, you should provide documentation to the campus ADA officer and meet with him or her at the beginning of each term. The ADA officer will review students' needs to determine the appropriate course of action. This information will be kept confidential, with the exception of the relevant instructors. ADA officers are Melodie Fox: [mjfox@bryantstratton.edu](mailto:mjfox@bryantstratton.edu) (Milwaukee Downtown Campus), AnnMarie Marlier: [ammarlier@bryantstratton.edu](mailto:ammarlier@bryantstratton.edu) (Wauwatosa Campus) and Molly McKnight: [mmcknight@bryantstratton.edu](mailto:mmcknight@bryantstratton.edu) (Bay shore Campus).

## Legal Aspects of Health Care Management HTHS 305

### Contract

The purpose of this document is to confirm that the student:

\_\_\_\_\_ received a copy of both the system and supplemental syllabi, thoroughly reviewed and agree with the policies and procedures of Bryant and Stratton College and the HTHS 305 course instructor for the enrolled term. In doing so, the student will comply with both syllabi.

Student

Signature \_\_\_\_\_

Instructor \_\_\_\_\_

Date \_\_\_\_\_

Please submit this signed document to your instructor on the first day of class.

# HTHS 315 Health Care Finance and Accounting Management Syllabus Supplement

**Instructor:** Celestine Guma., MBA  
**E-mail:** [ceguma@bryantstratton.edu](mailto:ceguma@bryantstratton.edu)  
**Phone:** 414-687-3070

**Class:** HTHS 315 Health care financing Management  
**Class Time:** Mondays  
6:00pm-8:45pm  
**Skills Assistance:** 5:45pm – 6:00pm and 8:45pm – 9:00pm pm Mondays  
By Appointment when necessary

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## Welcome to Health Care Finance and Accounting Management

In today's healthcare environment, where financial realities play an important role in decision making, it is vital that healthcare professionals and consumers alike understand the basic concepts of healthcare finance and how these concepts are used to enhance their well-being as individuals and organizations. It is therefore an honor and my pleasure to share with you the challenges and realities involved in understanding the healthcare finance. In this course, we shall use various methodologies in our learning process to help you understand and retain the necessary information. However, each one of you is responsible for setting your own learning goals. You'll work in teams and share your experiences. Your active participation through written assignments and class participation including team work will enhance your learning ability and prepare you for your future endeavors.

### Required Text and Media (Includes PowerPoint, internet research and business contact)

Financial Management of Health Care Organizations:  
An introduction to fundamental tools, concepts and applications  
William Zelman, Michael J. McCue and Noah D. Glick  
ISBN: 9780470497524

### Available Resources

The Bryant & Stratton College *APA Style Guide* – Copies are available in the Library and on the campus Library Portal. Do not remove copies from Library without permission.

The Libraries (both campus-based and virtual) will be valuable sources for research (books, periodicals, web-based resources). The campus librarian(s) and the online 24/7 reference librarians (available through QuestionPoint™) will be invaluable resources for research help.

Students also have access to SMARTTHINKING, a resource that offers live online tutoring and writing lab. <http://www.smarthinking.com/>

Additionally, the Learning Center on campus is a valuable source for both face-to-face and computer-aided tutoring in a number of specific areas that can impact success in this course.

### Course Description

This course provides an Understanding of the unique features of healthcare finance, including payment sources and reimbursement arrangements, as well as emerging trends within the health care industry, which impact the financial decision-making process of various healthcare industries. Specific issues covered will include financial management principles, practices, and techniques used in health care organizations. Students learn to examine and understand statements of operation, balance sheets, and cash flow statements in order to make administrative decisions. This course is designed to build upon the concepts introduced in basic accounting courses and develop proficiency in applying administrative financial techniques in health care decision making.

### Course Outcomes and Objectives

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

1. Identify the factors that influence health care costs and evaluate the methods employed to control costs.

2. Describe the historical evolution of health care payment systems, the differences between private and public health insurance, and the relationship between payment systems and price setting for health care services.
3. Analyze and evaluate financial statements for health care organizations.
4. Plan and prepare budgets, including estimating cash flow, performing breakeven analyses, and calculating return on investment.
5. Articulate the strategic financial planning process and prepare revenue forecasts, constant growth forecasts, and real-world forecasts.
6. Calculate the time value of money and understand opportunity costs.
7. Describe strategies for managing working capital and identify sources of short-term cash and short-term investments.
8. Identify various ways to acquire capital.
9. Articulate the factors that influence mergers and acquisitions as they relate to the finances of affected health care organizations.
10. Articulate the methods used to allocate costs for effective application.
11. Identify the potential impact of proposed health care finance reform.

### **Critical Skills Addressed in this Course**

These are the essential abilities needed to succeed in a dynamic workplace environment:

Ethical behavior

Working well in teams

Strategic Thinking

Achieving quality

Lifelong learning

Using technology effectively

Continuous adaptation to change

Information analysis & communication

Taking responsibility – no excuses

Problem solving strategies

Persisting to reach goals

Professionalism

## Course Requirements

1. **Respect** yourself, your classmates, and your instructor and Bryant & Stratton College policy. Courtesy is expected at all times with respect for culture, age, race and gender. All students have the right to an environment free of misconduct.
2. **Profanity:** *There is zero tolerance for profanity in this course this means NO swearing or crude language.* In the healthcare workplace, profanity is considered to be a type of harassment. *Violation will result in removal from class resulting in a "0" for the day and no make-up quizzes or tests.*
3. **Academic Dishonesty:** Integrity is important in every aspect of an individual's life from personal to professional situations, and the academic environment is no exception. Consequently, it is expected that you submit your own original work for each assignment. Examples of academic dishonesty (which includes plagiarism) include: submitting the same paper for two different classes; copying another person's work or answers or sharing your own work or answers with another person; and using the words or ideas of another person without proper attribution in the form of correct APA formatted in-text citations, reference citations, and the use of quotation marks as necessary. Should I discover that academic dishonesty has occurred in one of your assignments, I will assign consequences appropriate to the violation and alert the Dean of Instruction. Should it be discovered that you have violated the expectations for academic integrity previously; the situation will be referred for a formal conduct hearing. For more information regarding the serious nature of academic dishonesty and the conduct hearing process, please refer to the Code of Student Conduct portion of the current *Bryant & Stratton College Official Catalog*.
4. **Attendance Policy Review:** Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the business community. In order to successfully attain your college degree, you must be committed to your course of study and demonstrate that commitment through regular class attendance, active participation in the learning experience, and completion of all assigned work. It is your responsibility to make arrangements with your instructors to receive any assignments you may have missed as a result of absences. *Absences are recorded daily, become a part of your permanent record, and may be referred to by future employers.* Attendance is taken in all classes and labs, at your internship site, and during all mandatory skills assistance sessions. *(See the Student Guide for further explanation of the College's attendance policy.)* If you miss the equivalent of three weeks' worth of class participation in this class, you will be assigned a grade of F and will not be allowed to earn another grade without the approval of the instructor.

**Students are required to sign the attendance sheet at each class meeting.**

5. **Class Participation is required.** Participation points are earned on a weekly basis. In addition to active participation, points will be available in various forms including pop quizzes, one-page written assignments, and weekly news articles. In order to discourage students from regularly attending class late or leaving early, opportunities to earn participation points will be announced at random (e.g. pop quizzes may be given at the beginning or end of class). Refer to the participation rubric for complete details.
6. **Skills Assistance:** The 20 minutes that follow the class session is a time to work on class assignments. I will remain in the classroom to serve as a resource and will be available to work with individuals or small groups. Exception: For night classes the 20 minutes prior to class will be set aside for skills assistance.
7. **Student Portfolio:** the Portfolio process will be a great benefit to you when you begin the job interview process. You will identify work produced in each course to demonstrate your knowledge, skills and behaviors that will benefit a prospective employer. The research paper for HTHS 315 will be a good reference for explaining your knowledge of laws, ethical, moral issues or diversity facing the health professional.
8. **Time Commitment Necessary** to earn course credit. Bryant & Stratton subscribes to the common academic philosophy that a minimum of double the time spent in class should be spent in study and research to achieve optimum results. This is a 3 credit hour course, so

for each 3 hours in class you should be spending at least 6 hours preparing assessments, readings, case studies and presentations. The expectation for college level study is that it goes well beyond the classroom.

9. **All Cell Phones, pagers and other electronic devices** will be turned off and packed away prior to coming to class. Talking or texting on a cell phone in class or leaving the room during class to talk on a phone will result in receiving a "0" for participation points for the day. Any **student using an electronic device for entertainment or communication will be asked to leave immediately** without the ability to make up the day's work. Students may return/ make phone calls during their break.
10. **Professional dress is expected at all times** as this class is meant to prepare you for the workplace. If you would not wear something to a professional job, do not wear it to this class.
11. **No children are to be allowed in class.** If you have no option but to care for your child during class time, you must make prior arrangements to miss class and see your instructor for skills assistance. If you arrive with a child, you will be asked to leave.
12. **Leaving the classroom** during the class period (except for breaks) may cause a "0" for daily participation points. **PLAN AHEAD!** It is acceptable to bring in **covered** liquids to drink if there are no computers in the classroom, but food is always prohibited. Students may eat in the student lounge/cafeteria during break.
13. **Leaving the room during an exam** will result in an automatic "0" on the exam.
14. **A field trip** which will be announced at least two weeks in advance may take place this semester.
  - i. All students are required to attend any scheduled field trips and be courteous and respectful.
  - ii. You will each be writing a graded thank you letter to our host which explains:
    1. How you benefited from the visit
    2. What most impressed you
15. **Some work will be completed in class** in the Library or the computer lab so bring materials necessary to save your work, i.e. flash/jump drives.
16. **Missed class materials are the student's responsibility.** Please get any information from the instructor or a fellow student. Schedule skills assistance time with the instructor as needed.
17. **Exams are taken on the scheduled dates. There are no make-up exams.**
18. **Late assignments will not be accepted.** Just as in the workplace, timeliness is an expectation that should become your habit. In healthcare, someone's life or the success of your company may depend on you meeting your goals.

### **ADA Review Procedures for Academic Accommodations**

- ❖ Students must self-disclose their learning disability.
- ❖ All disability referrals, including accommodation requests for entrance testing, are to be brought to the attention of your campus Dean of Instruction.
- ❖ The BSC Associate working with the student will provide him/her with the Dean of Instruction's contact information (name, email address, and phone number).
- ❖ The student must contact your campus Dean of Instruction directly to request academic accommodations.
- ❖ The Dean of Instruction will schedule a meeting with the student.
- ❖ The student will be advised to bring appropriate and current paperwork, in the form of either an IEP or documentation from a qualified professional (i.e., medical doctor, therapist, counselor, or

DVR representative). In some instances, the student may be asked to submit documentation prior to the scheduled meeting.

- ❖ During the meeting, appropriate academic accommodations will be established.
- ❖ The Dean of Instruction will sign off on the student's *Notification for Accommodations/Academic Release Form* as final approval.
- ❖ The Dean of Instruction will send copies of *Notification for Accommodations/ Academic Release Form* to faculty and/or necessary staff members.
- ❖ The Dean of Instruction will maintain all disability documentation files for future terms, in a confidential file, separate from the student's academic file.
- ❖ At the beginning of each new semester, the Dean of Instruction will contact all students who have requested academic accommodations in past semesters.
- ❖ Students are required to meet with the Dean of Instruction each semester to review disability documentation and determine if academic accommodations will be renewed for the upcoming semester.

### ADA Contacts for SPRING 13

Downtown

Melodie Fox  
 Dean of Instruction - Milwaukee  
[mjfox@bryantstratton.edu](mailto:mjfox@bryantstratton.edu)  
 414-276-7239 x289

### Grading

Students will be graded in four categories; participation (class activity and weekly completion of assigned in-class activities), homework/ case studies (due weekly), examinations (2 per semester), a group presentation and a final research paper and oral presentation. Each category is worth the following:

Item Graded	Percent of Final Grade	Points
In class quizzes, reflections & Homework	15%	150
Midterm Exam	15%	150
Research Paper	15%	150
Presentations	10%	100
Participation/Preparedness	15%	150
<b>Final Exam</b>	<b>30%</b>	<b>300</b>
<b>Total</b>	<b>100%</b>	<b>1000</b>

### Final Grading Scale:

Percentage Grade	Letter Grade	Description	GPA Point Value
90-100%	<b>A</b>	Excellent	4.0
85-89%	<b>B+</b>	Very Good	3.5
80-84%	<b>B</b>	Good	3.0
75-79%	<b>C+</b>	Satisfactory	2.5
70-74%	<b>C</b>	Fair	2.0
65-69%	<b>D+</b>	Poor	1.5
64% or less	<b>F</b>	Failure	0

## Rubrics (grading tools)

### Research Paper

- You are required to research and write a paper on assigned health care organization. Within this paper, you will describe the financial changes that occurred with your organization and how they impacted the viability of this organization. In this summary, you will examine the following:
  - Financial changes that occurred each month (week) within your organization
  - How you as a manager reacted to each change
  - What you believe could have been done to avoid the change
  - How you believe your organization will do in the future (forecast)
- You are expected to take a position on an issue and support your position with research, including any ethical or moral issues that may arise from the position you are taking.
- Also discuss the benefits and/ adverse consequences of your position.
- Plagiarism will result in an automatic “F” for this paper and may result in an “F” for the course. In addition to your book, APA writing tips are available at the following URL.  
[APA & Writing help @ owl.english.purdue.edu/owl/resource/560/04/](http://owl.english.purdue.edu/owl/resource/560/04/)  
It is helpful to keep a shortcut to this link on your desktop for easy reference.

### Format

The body of the paper will be at least 6 typed, double-spaced pages with 1 inch margins, and 12-point Ariel or Times New Roman font. The research paper should be organized in the following manner:

- Page 1 cover page, must include your name, the date, document and class title, time/day that class meets and the instructor’s name spelled correctly. **Note: this cover page format is required for any assignment to be accepted.**
- Pages 2-7 research paper
- Page 8 reference or works cited page – **minimum of 4 references** using APA format.
- Please send research paper drafts via email so that feedback can be provided using the track changes function on Microsoft Word. Points are based on the following rubric for research paper grading:

<b>Research Paper Grading</b>			
<b>Category</b>	<b>In Progress</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>Level of information, research/ sources</b>	0-2 references with some source information documented- contains errors or missing documentation. 0-10	3 reputable and current (>2000) references with few documentation errors. 18	Student researched at least 4 current references from peer reviewed research, government or other respected web sites. 25
<b>Opposing arguments</b>	Student fails to provide opposing arguments or argument is not convincing for selected topic. 0-6	Student provides 1-2 convincing opposing arguments for selected topic. 13	Student provides 2 or more convincing opposing arguments for selected topic. 20
<b>Organization</b>	Organization of the paper is confusing to the reader and fails to contribute to a reader's understanding of the subject. 0-10	Information is generally organized but paragraphs may need better construction. 18	Information is very well organized with well-constructed paragraphs and subheadings, which contribute to a reader's understanding of the subject (paper flows very well). 25
<b>Length of paper</b>	Paper is less than 7 pages long. 0-6	Paper is 8-9 fully typed pages (No gaps/ spaces). 12	Paper is 10 fully types pages (No gaps/ spaces). 20
<b>Mechanics and APA format</b>	There are 6 or more APA errors, including citations and references. 0-6	There are fewer than 4 APA errors, including proper citations and references and up to 4 grammatical, punctuation or spelling errors. 13	Paper conforms to APA format, including correctly cited citations and references. No documentation errors and no grammatical, spelling or punctuation errors. 20
<b>Application of current health care finance issues</b>	Less than 30% or no direct analysis related to current healthcare financing issues. 0-6	At least 30% of the analysis is related directly to course work and readings is mentioned. 13	At least one-half of the analysis is related directly to current health care finance issues are mentioned. 20
<b>Writer's opinion based on facts</b>	Less than 15% is student's opinion or no logical conclusion. 0-6	15% of the paper is the student's opinion and conclusion is based on facts. 13	At least 20% of the paper is based off the student's opinions of presented research. 20
<b>Total</b>	25	50	100

Oral Presentation Grading		
Criterion	Possible Points	Total points
Cover slide and Agenda used and objectives of presentation explained	100	
Explain how topic fits into healthcare	100	
Professional, engaging introduction, topic interesting & easy to follow, credible with smooth transitions & credible conclusion	100	
3 health care finance issues incorporated	100	
How does subject affect patients and medical staff?	100	
What are ways to increase awareness on the subject or ways healthcare professionals can address it?	100	
Program is free of grammatical errors, stammering or repeated "ahs"	100	
PowerPoint and references submitted to instructor in proper APA format	100	
Additional communication tools or techniques used in addition to PowerPoint	100	
10-15 minutes – exceeding or going below time limit deducts from score	100	
<b>Total Points</b>	<b>1000</b>	<b>X1000</b>

**Group Oral Presentation:**

- Each student will participate in a presentation relating to the outcomes of this course to assist you in successful performance in the workplace. Being an educated and professional presenter will give you a great advantage in your job. Successful leaders must be able to distill and communicate information in order to achieve results.
- This presentation will be 10 to 15 minutes using any media or handouts that you see fit. Creativity is a plus. Your audience needs to understand and remember your information in order to use it.
- A maximum of 100 points will be awarded for presentations however the score is for the entire group, so you need to work together.
- Elements of presentation are as stated below.

**Oral Presentation of the Research Paper:**

- Each student will give a 10 to 15 minute PowerPoint presentation to the class. We must be respectful of the time of others. Exceeding the time limit will deduct from your final score.
- Your individual power point presentation will be used to assist you with the completion of your final paper because it will be based on your research paper outline.
- A maximum of 100 points will be awarded for presentations
- Elements of presentation:

1. **Delivery** includes eye contact, appropriate facial expressions and gestures. Pitch and speed are varied appropriately. Voice quality is pleasing, smooth and clear. Enunciation is clear and free of mumbling or poor word formation
2. **Introduction** tells what you will cover, is attention getting and engages the audience.
3. **Content** is interesting, credible, easy to follow and the main facts are easily identifiable. Transitions are smooth.
4. **Conclusion** summarizes your information and restates the main point.
5. **Overall** follow directions, be aware of audience (poised) and use appropriate visual aids.

Acknowledgement is provided here to all fellow Bryant & Stratton College associates,  
the 2013 Bryant & Stratton Course Review Board and  
all peers who generously shared content or ideas for syllabi preparation.

## Participation Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Week 4 Progress Report/ Midterm Grade Report

Each area of participation is graded on a scale from 0 (lowest) through 2.5 (highest), using the criteria below. This criterion focuses on the behaviors that demonstrate your ability to be successful in Intro to Healthcare. These are behaviors or traits that are also required for the successful healthcare professional. Additionally this allows students who demonstrate above average participation to receive more credit.

Criteria						
	<b>2.5 Superior</b>	<b>2 Above Average</b>	<b>1 Minimum Competency</b>	<b>0 Deficient</b>	<b>Possible score</b>	<b>My score</b>
<b>Promptness</b>	Always prompt for class and remains for entire class period.	Prompt for class and remains until end all but 1-2 times per semester.	Prompt for class and remains until end all but 3-4 times per semester.	Habitually late for class or leaves early.	2.5	—
<b>Participation</b>	Actively participates & contributes without monopolizing class <b>90-100% of the time.</b> Asks questions, responds respectfully and applies information learned to group work. <b>Frequent</b> , energetic participation is <b>almost always voluntary.</b>	Actively participates & contributes without monopolizing class <b>80-90% of the time.</b> Asks questions, responds respectfully & applies information learned to group work. <b>Occasional</b> , energetic participation <b>must sometimes be invited.</b>	Actively participates & contributes without monopolizing class <b>70-80% of the time.</b> Asks questions, responds respectfully and applies information learned to group work. <b>Often hesitates to participate &amp; must be encouraged.</b>	Participates <b>less than 70%</b> of the time. Little or no active listening or contribution. Does not always respond respectfully or apply information learned to group work. <b>Rarely participates in class activities and or disrupts class.</b>	2.5	—
<b>Behavior</b>	Student <b>never</b> displays disruptive behavior during class.	Student <b>rarely</b> displays disruptive behavior during class.	Student <b>occasionally</b> displays disruptive behavior during class.	Student <b>frequently</b> displays disruptive behavior during class.	2.5	—
<b>Preparation</b>	Student is <b>always</b> prepared for class with assignments and required class materials.	Student is <b>usually</b> prepared for class with assignments and required class materials.	Student is <b>rarely</b> prepared for class with assignments and required class materials.	Student is <b>almost never</b> prepared for class with assignments and required class materials.	2.5	—
					10	—

## Homework

Homework is assigned on a regular basis. Written assignments are scheduled on the course tracking calendar. The assignment listed for each week is due by the start of next week's class. Students will receive a copy of the tracking calendar on the first day of class. Contact the instructor for additional copies if necessary. Specific instructions for homework assignments will be given at each class, therefore attendance is extremely important.

**Homework assignments are to be typed and emailed by the beginning of the following weeks' class period.** They should be in Microsoft word and follow the cover page format referenced in the research section under FORMAT on page 5. Homework assignments that are not received by 8:55 AM on the day of class are considered late. Similar to the real world workplace, any homework assignments received late will earn **no credit** (0 points). The purpose of homework is to prepare students for next week's class and unit exams and to learn professional work habits.

All complete and on time homework assignments will receive 100% value (either 5 or 10 points). Partially complete homework will receive 50% of the point value.

Homework Submitted	Complete	Partially Completed*	Incomplete
On time At the beginning of each class	100%	50%	0%
Late after the beginning of each class	0%	0%	0%

\*Partially completed is defined as failing to answer half (50%) of the assignment and failing to provide complete responses to questions.

## Portfolio Development Day

Each term, Bryant & Stratton College will hold a series of Portfolio Development Day seminars to support the portfolio development process that takes place over your experience at the college. Classes, with the exception of nursing clinicals, will be suspended on Portfolio Day, and students enrolled in Career Core courses (LIBS100, SOSC101, PHIL201, SOSC215, and XX 260) will attend sessions on that day designed to assist them in developing their own portfolios. Students are required to attend four Portfolio Day seminars prior to graduation. You will take your portfolio when you go for interviews.

# Health Care Finance and Accounting Management HTHS 315

## Contract

The purpose of this document is to confirm that the student:

\_\_\_\_\_ received a copy of both the system and supplemental syllabi, thoroughly reviewed and agree with the policies and procedures of Bryant and Stratton College and the HTHS 315 course instructor for the enrolled term. In doing so, the student will comply with both syllabi.

Student

Signature \_\_\_\_\_

Instructor \_\_\_\_\_

Date \_\_\_\_\_

Please submit this signed document to your instructor on the first day of class.

## HTHS 315 HEALTHCARE FINANCE AND ACCOUNTING MANAGEMENT

This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.

<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>	<b>Term: Spring 2013</b>	
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b> ACCT 110 Accounting Principles I, HTHS 301	<b>Co-requisite(s):</b>	Date of Last Revision: 3/2013

### COURSE CATALOG DESCRIPTION:

This course provides foundational instruction in the financial management principles, practices, and techniques used in health care organizations. Students learn to examine and understand statements of operation, balance sheets, and cash flow statements in order to make administrative decisions. This course is designed to build upon the concepts introduced in basic accounting courses and develop proficiency in applying administrative financial techniques in health care decision making.

### LEARNING OUTCOMES

Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life.

**Course Outcomes:** Upon completion of this course, students will be able to:

1. Identify the factors that influence health care costs and evaluate the methods employed to control costs.
2. Describe the historical evolution of health care payment systems, the differences between private and public health insurance, and the relationship between payment systems and price setting for health care services.
3. Analyze and evaluate financial statements for health care organizations.
4. Plan and prepare budgets, including estimating cash flow, performing breakeven analyses, and calculating return on investment.
5. Articulate the strategic financial planning process and prepare revenue forecasts, constant growth forecasts, and real-world forecasts.
6. Calculate the time value of money and understand opportunity costs.
7. Describe strategies for managing working capital and identify sources of short-term cash and short-term investments.
8. Identify various ways to acquire capital.
9. Articulate the factors that influence mergers and acquisitions as they relate to the finances of affected health care organizations.
10. Articulate the methods used to allocate costs for effective application.
11. Identify the potential impact of proposed health care finance reform.

### Institutional Outcomes:

1. Employ information literacy skills through the effective use of technology and information resources to accomplish a goal.
2. Follow established, habitual, and scientific methods to create opportunities for growth and increase critical awareness of one's responsibilities as a contributor to society.
3. Develop thinking processes and utilize learning strategies to understand their metacognitive abilities.
4. Transfer knowledge from life lessons and formal instruction to new situations as evidence of relational learning.
5. Demonstrate proficient mathematic and communication (written and oral) skills as required in the workplace.

### MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:

*Bryant & Stratton College faculty, as content area experts, selected the following media package for this course. A decision was made from these approved packages and is reflected on the supplemental syllabus.*

#### Text:

Financial Management of Health Care Organizations: Intro to Fundamental tools, Concepts and Applications, Ed. 3, Wiley  
ISBN: 9780470497524

**SKILLS ASSISTANCE:** The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.

## TOPICS TO BE COVERED MAY INCLUDE:

### Understanding Health Care Costs

- Current Expenditures in the U.S Health Care System
- Factors that Influence Health Care Costs
  - The Cost of Health Care Personnel
  - The Cost of Technology
  - The Cost of Prescription Drugs
  - The Cost of an Aging Population
  - The Cost of Chronic Diseases
  - The Cost of Legal Requirements and Obligations
    - Compliance Issues
    - Litigation Issues
  - The Cost of the Uninsured
- Methods to Control Costs
  - By Payors
    - Diagnosis-related Groups (DRGs)
    - Capitation
    - Ambulatory Payment Classifications (APCs)
  - By Providers
    - Growth in Outpatient Services
    - Use of Information Services
      - ❖ In Direct Care
      - ❖ In Back Office
    - Mergers/Acquisitions
    - By Consumers (consumer-directed health plans)
    - By Proposed Healthcare Finance Reform
- Issues and Ethics of Health Care Cost Control Measures
  - Does Prevention Pay?
  -

### Understanding Health Care Revenue

- Financial Viability
- Sources of Revenue
- Health Care Payment Systems
  - Historical Timeline of Payment Systems
    - Early 1900s
      - ❖ “Sickness” Insurance vs. Health Insurance
      - ❖ Establishment of Blue Cross/Blue Shield
    - Mid 1900s
      - ❖ Growth in Demand for Health Insurance
      - ❖ Establishment of Medicare/Medicaid
    - Late 1900s and Early 2000s
      - ❖ Rising Costs
      - ❖ Managed Care
      - ❖ Risk Sharing
  - Private Insurance vs. Government-Sponsored Insurance
- Setting Prices for Health Care Services
  - Payment Systems and Their Relationship to Price Setting
  - General Factors of Pricing

### Understanding Health Care Financial Statements

- Developing Financial Statements
- Balance Sheet
  - Assets
  - Liabilities
  - Equity
- Statement of Operations
  - Revenue
  - Expenses
    - Direct Costs
    - Indirect Costs
  - Operating Income
- Statement of Cash Flows
- Reserves
- Analyzing Financial Statements
  - Horizontal Analysis
  - Trend Analysis
  - Vertical Analysis
  - Ratio Analysis
- Comparing Financial Statements of Various Types of Health Care Institutions

### Budgeting and Management Control

- The Planning/Control Cycle
  - Strategic Planning
  - Controlling Activities
- Types of Budgets
  - Capital Budget
    - Estimating Cash Flow
    - Breakeven Analysis
    - Return on Investment
  - Cash Budget
    - Cash Inflows
    - Cash Outflows
    - Ending Cash Balance
  - Operating Budget
  - Statistics Budget
- Zero-Base Budgeting
- Benchmarking at the Department Level
- Actual and Static (Projected) Budget Variance Analysis

### Strategic Financial Planning

- The Strategic Planning Process
- Revenue Forecasting
- Constant Growth Forecasting
- Real-World Forecasting
- Integrating the Financial Plan with Management Controls

### Understanding the Time Value of Money

- Calculating Future Value (Compounding)
- Calculating Present Value (Discounting)
- Opportunity Costs
- Annuities & Perpetuities

### Managing Working Capital

- Working Capital Management Strategies
  - Asset Mix Strategy
  - Financing Mix Strategy

- Justifying Health Care Prices
  - Denial Management Solutions
  - Payment Processing Solutions
    - Trade Credit/Payables/ Disbursement Policies
    - Bank Loans
  - Short-Term Cash Investments
    - Money Market Funds
    - Certificates of Deposits
    - Treasury Bills
    - Commercial Paper
- Acquiring and Managing Capital
  - Equity Financing
  - Long-Term Debt Financing
    - Bank Term Loans
    - Conventional Mortgages
    - Bonds
    - The Bond Issuance Process
- Lease Financing
  - Operating Lease
  - Capital Lease
  - Lease vs. Purchase Analysis
- Endowments

**Revenue Cycle Management (Billing, Collections)**

- Cash Management
  - Sources of Short-Term Cash

**Advanced Topics in Health Care Finance**

- Mergers and Acquisitions
  - Motives for Mergers and Acquisitions
  - Types of Mergers
    - Friendly Takeover
    - Hostile Takeover
  - Corporate Alliances
  - Goodwill
  - Valuing the Business
  - Setting the Bid Price
  - Structuring a Takeover Bid
  - Due Diligence Analysis
  - Antitrust Considerations
  - Accounting for Combined Businesses
- Allocating Costs
  - Cost-to-Charge Ratio
  - Step-Down Method
    - Allocating Utility Costs
    - Allocating Administrative Costs
    - Allocating Laboratory Costs
  - Activity-Based Costing Method
- Future of Health Care Finance
- Changing Regulations
- Changing Reimbursement Methods
  - Pros & Cons of a Single-Payer System

**The Reform Movement**

# HTHS 405 Long Term Care Management Syllabus Supplement

Instructor: Debra Davis, MSHCM E-mail [drdavis@bryantstratton.edu](mailto:drdavis@bryantstratton.edu)

Class: HTHS 405 Long Term Care Management

Class 7:00pm-9:45pm

Time: Tuesdays

Skills 6:45pm – 7:00pm and after class

Assistance: By Appointment when necessary

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## Welcome to Long Term Care Management

I am honored to be before you to teach you more about your health care career through an understanding of long term care and related components of the health care industry. As a former health care administrator, my goal is to provide avenues for all members of our society to access quality health care. I hope that you are also inspired during this semester to promote a healthier society.

As healthcare professionals you will be challenged to provide quality outcomes. We will use various media in our student centered learning, to assist you to understand and retain necessary information. You will also work in teams and your ideas will be presented, in order to increase the effective communication, collaboration and leadership skills necessary in the real workplace. Skills can be taught but you choose your attitude. Your active participation through written assignments, class participation, cooperative efforts and teamwork will help you to learn not only the course material but how to function most effectively in a dynamic healthcare environment. The more you put into your educational experience, the more you will achieve.

### Required Text and Media (Includes PowerPoint, internet research and business contact)

Long-term Care: Managing Across the Continuum, Edition 3, Jones and Bartlett  
ISBN: 9780763764500

### Available Resources

The Bryant & Stratton College *APA Style Guide* – Copies are available in the Library and on the campus Library Portal. Do not remove copies from Library without permission.

The Libraries (both campus-based and virtual) will be valuable sources for research (books, periodicals, web-based resources). The campus librarian(s) and the online 24/7 reference librarians (available through QuestionPoint™) will be invaluable resources for research help.

Students also have access to SMARTTHINKING, a resource that offers live online tutoring and writing lab. <http://www.smarthinking.com/>

Additionally, the Learning Center on campus is a valuable source for both face-to-face and computer-aided tutoring in a number of specific areas that can impact success in this course.

### Course Description

This course is an introduction to management in the long-term care system. Students develop knowledge of the various segments of the system, how the system developed to its current state, compares it to an ideal system, and projects future trends. This course covers the full continuum of long-term care. The increasingly important topics of the aging of American society, the impact of the “baby-boomers”, consumer choice, and the growing diversity in long-term care are covered extensively and from a variety of perspectives.

## Course Outcomes and Objectives

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

- 1 Examine the influences that impacted the development of long-term care as it exists today and analyze elements useful in improvement toward an ideal system.
- 2 For each of the following long-term care providers, define and describe how they developed, where they fit in the continuum of care, the services they offer, and who uses them.
  - i) Nursing facilities
  - ii) Subacute and post acute care
  - iii) Assisted living
  - iv) Senior housing
  - v) Community-based services
- 3 For each of the above listed long-term care providers (a-e) examine the impact of the following: financial aspects, staffing, legal and ethical issues, and management challenges and opportunities for purposes of applying this knowledge to health care managerial settings.
- 4 Examine the impact of external controls, both governmental (federal and state) and non-governmental (accreditation and certification).
- 5 Analyze the role of competition, cooperation, and integration as they influence effectiveness in the field of long-term care.
- 6 Identify necessary leadership skills for long-term care and evaluate their effective application.
- 7 Identify future trends that are likely to affect the long-term care field and the impact of these trends.

### Plan on Being Successful!!

- Having perfect attendance: This is a fast paced course and material presented one day is not repeated on subsequent days. The best way to ensure you don't miss anything is to **be in class every day**. If you fall behind it is very difficult to catch back up to where the class is so it's best to work ahead.
- Study consistently. You must make a concerted effort to study most days of the week. Find a day or two out of the week where you can devote more time to studying, but at least look over the information as many days as you can. The more you study, the better you will do in this course.
- Time management: College courses require a balance between school, work, and other life demands. You must be able to manage your time effectively if you hope to excel in this course as well as in your career. If you do not have a calendar you should purchase one or use an online calendar to keep track of your schedule. Study in advance and study often.

### Attendance Policy

Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the professional community. Regular attendance and participation will help you stay on top of learning experiences that will help you to successfully complete your coursework and attain your degree.

### **Important things to know about attendance:**

- Attendance is taken at all academically-related activities including class and labs and is part of your permanent record.
- It is your responsibility to contact your instructor to make arrangements for any material or work being missed due to your absence.
- If you **cumulatively miss three weeks'** worth of class time in one class, you will need to see your instructor or academic advisor to pick up and complete a Status Update and Learning Contract form to be signed by you and your instructor. These may be updated or replaced should additional absences impact your performance in class.
- If you miss **14 consecutive days** across all of your classes (including holidays and weekends), Bryant & Stratton College is required to drop you from all of your courses for that term which will result in a W (withdrawal) or a WF (withdrawal at a failing level) on your transcript for each

course. Prior to missing 14 consecutive days, you must meet with your academic advisor to discuss your situation and options.

### **Special Accommodations**

Under the guidelines of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), the college is required to provide reasonable accommodations to students with disabilities. Reasonable accommodations will be provided for qualified students with disabilities. If you have a diagnosed learning disability that might affect your performance in this class, and you would like to request special accommodations, you should provide documentation to the campus ADA officer and meet with him or her at the beginning of each term. The ADA officer will review students' needs to determine the appropriate course of action. This information will be kept confidential, with the exception of the relevant instructors.

### **Campus ADA Officers:**

Bayshore Campus	Molly McKnight	414.961.9601x413	<a href="mailto:mmcknight@bryantstratton.edu">mmmcknight@bryantstratton.edu</a>
Milwaukee Campus	Melodie Fox	414.276.7239x289	<a href="mailto:mjfox@bryantstratton.edu">mjfox@bryantstratton.edu</a>
Wauwatosa Campus	Julia Rodemeier	414.302.7007x555	<a href="mailto:jarodemeier@bryantstratton.edu">jarodemeier@bryantstratton.edu</a>

### **Critical Skills Addressed in this Course**

These are the essential abilities needed to succeed in a dynamic workplace environment:

- Ethical behavior
  - Working well in teams
  - Strategic Thinking
  - Achieving quality
  - Lifelong learning
  - Using technology effectively
  - Continuous adaptation to change
  - Information analysis & communication
  - Taking responsibility – no excuses
  - Problem solving strategies
  - Persisting to reach goals
  - Professionalism

### **Academic Dishonesty:**

Integrity is important in every aspect of an individual's life from personal to professional situations, and the academic environment is no exception. Consequently, it is expected that you submit your own original work for each assignment. Examples of academic dishonesty (which includes plagiarism) include: submitting the same paper for two different classes; copying another person's work or answers or sharing your own work or answers with another person; and using the words or ideas of another person without proper attribution in the form of correct APA formatted in-text citations, reference citations, and the use of quotation marks as necessary. Should I discover that academic dishonesty has occurred in one of your assignments, I will assign consequences appropriate to the violation and alert the Dean of Instruction. Should it be discovered that you have violated the expectations for academic integrity previously; the situation will be referred for a formal conduct hearing. For more information regarding the serious nature of academic dishonesty and the conduct hearing process, please refer to the Code of Student Conduct portion of the current *Bryant & Stratton College Official Catalog*.

## Course Requirements

1. **Respect** yourself, your classmates, and your instructor and Bryant & Stratton College policy. Courtesy is expected at all times with respect for culture, age, race and gender. All students have the right to an environment free of misconduct.
2. **Profanity: *There is zero tolerance for profanity in this course this means NO swearing or crude language.*** In the healthcare workplace, profanity is considered to be a type of harassment. ***Violation will result in removal from class resulting in a "0" for the day and no make-up quizzes or tests.***
3. **Academic Honesty and Plagiarism** The intent of this course is to think and to implement lifelong learning not to cut and paste the work of others without providing proper credit. **Any form of cheating will not be tolerated.** Your work will be analyzed for content originality and must represent your own words or ideas. All relevant sources must be cited and you must make clear the extent to which those sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication originates from an identifiable source. ***Plagiarism is a serious academic offense which could result in failure or dismissal,*** and occurs when a student uses another person's ideas or words without giving appropriate credit to the source of that material. Any fact, idea, summary, paraphrase, or quotation that is borrowed from another person's work and included in your paper must be documented through proper citation and referencing. Your work is to be written ***in your own words.*** Information that is directly quoted from source material must be set off with quotation marks and cited appropriately.
4. **Attendance Policy Review:** Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the professional community. Regular attendance and participation will help you stay on top of learning experiences that will help you to successfully complete your coursework and attain your degree.

Important things to know about attendance:

- Attendance is taken at all academically-related activities including class and labs and is part of your permanent record.
- It is your responsibility to contact your instructor to make arrangements for any material or work being missed due to your absence.
- If you miss 14 consecutive days across all of your classes (including holidays and weekends), Bryant & Stratton College is required to drop you from all of your courses for that term which will result in a W (withdrawal) or a WF (withdrawal at a failing level) on your transcript for each course. If you believe that you may miss 14 consecutive days, you should contact your academic advisor to discuss your situation and options as you must appeal prior to missing the 14th consecutive day of class.

**Students are required to sign the attendance sheet at each class meeting.**

5. **Class Participation is required.** Participation points are earned on a weekly basis. In addition to active participation, points will be available in various forms including pop quizzes, one-page written assignments, and weekly news articles. In order to discourage students from regularly attending class late or leaving early, opportunities to earn participation points will be announced at random (e.g. pop quizzes may be given at the beginning or end of class). Refer to the participation rubric for complete details.
6. **Skills Assistance:** The 20 minutes that follow the class session is a time to work on class assignments. I will remain in the classroom to serve as a resource and will be available to work with individuals or small groups. Exception: For night classes the 20 minutes prior to class will be set aside for skills assistance.
7. **Student Portfolio:** the Portfolio process will be a great benefit to you when you begin the job interview process. You will identify work produced in each course to demonstrate your knowledge, skills and behaviors that will benefit a prospective employer. The research paper

- for HTHS 301 will be a good reference for explaining your knowledge of laws, ethical, moral issues or diversity facing the health professional.
8. **Time Commitment Necessary** to earn course credit. Bryant & Stratton subscribes to the common academic philosophy that a minimum of double the time spent in class should be spent in study and research to achieve optimum results. This is a 3 credit hour course, so for each 3 hours in class you should be spending at least 6 hours preparing assessments, readings, case studies and presentations. The expectation for college level study is that it goes well beyond the classroom.
  9. **All Cell Phones, pagers and other electronic devices** will be turned off and packed away prior to coming to class. Talking or texting on a cell phone in class or leaving the room during class to talk on a phone will result in receiving a "0" for participation points for the day. Any **student using an electronic device for entertainment or communication will be asked to leave immediately** without the ability to make up the day's work. Students may return/ make phone calls during their break.
  10. **Professional dress is expected at all times** as this class is meant to prepare you for the workplace. If you would not wear something to a professional job, do not wear it to this class.
  11. **No children are to be allowed in class.** If you have no option but to care for your child during class time, you must make prior arrangements to miss class and see your instructor for skills assistance. If you arrive with a child, you will be asked to leave.
  12. **Leaving the classroom** during the class period (except for breaks) may cause a "0" for daily participation points. PLAN AHEAD! It is acceptable to bring in **covered** liquids to drink if there are no computers in the classroom, but food is always prohibited. Students may eat in the student lounge/cafeteria during break.
  13. **Leaving the room during an exam** will result in an automatic "0" on the exam.
  14. **A field trip** which will be announced at least two weeks in advance may take place this semester.
    - i. All students are required to attend any scheduled field trips and be courteous and respectful.
    - ii. You will each be writing a graded thank you letter to our host which explains:
      1. How you benefited from the visit
      2. What most impressed you
  15. **Some work will be completed in class** in the Library or the computer lab so bring materials necessary to save your work, i.e. flash/jump drives.
  16. **Missed class materials are the student's responsibility.** Please get any information from the instructor or a fellow student. Schedule skills assistance time with the instructor as needed.
  17. **Exams are taken on the scheduled dates. There are no make-up exams.**
  18. **Late assignments will not be accepted.** Just as in the workplace, timeliness is an expectation that should become your habit. In healthcare, someone's life or the success of your company may depend on you meeting your goals.
  19. **Status Update/Learning Contract:** If your success in class is in jeopardy for any reason (e.g., absences for personal or professional reasons; academic concerns; behavioral concerns), you or your instructor may initiate a learning contract to identify your current status and determine what you need to do to have the greatest chance of success in the class. Contact your instructor or academic advisor to pick up and complete a Status Update and Learning Contract form to be completed and signed by you and your instructor

## Grading

Students will be graded in four categories; participation (class activity and weekly completion of assigned in-class activities), homework/ case studies (due weekly), examinations (2 per semester), a group presentation and a final research paper and oral presentation. Each category is worth the following:

Item Graded	Percent of Final Grade	Points
Group Presentation	20%	100
Midterm Exam	20%	100
Research Paper	30%	100
Participation	10%	100
Homework	20%	235
<b>Total</b>	<b>100%</b>	<b>635</b>

## Grading Scale:

Percentage Grade	Letter Grade	Description
90-100%	A	<b>Excellent</b> - Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.
85-89%	B+	<b>Very Good</b> - Performance of the student has been very good, though not at the highest level.
80-84%	B	<b>Good</b> - Performance of the student has been good, though not of the highest level.
75-79%	C+	<b>Satisfactory</b> - Performance of the student has been more than adequate, satisfactorily meeting the course requirements.
70-74%	C	<b>Fair</b> - Performance of the student has been acceptable, adequately meeting the course requirements.
65-69%	D+	<b>Poor</b> - Performance of the student has been poor, however, is passing and worthy of credit.
64% or less	F	<b>Failure</b> - Performance of the student failed to meet course requirements therefore <b>no</b> credit is earned.

## Rubrics (grading tools)

### Research Paper

- You are required to research and write a 6 page paper on a long term care issue.** I will work with each student at the beginning of the semester based upon your area of interest to identify a topic.
- You are expected to take a position on an issue and support your position with research, including laws related to the issue and any ethical or moral issues that may arise from the position you are taking.
- Also discuss the benefits and/ adverse consequences of your position.
- Plagiarism will result in an automatic "F" for this paper and may result in an "F" for the course. In addition to your book, APA writing tips are available at the following URL.  
[APA & Writing help @ owl.english.purdue.edu/owl/resource/560/04/](http://owl.english.purdue.edu/owl/resource/560/04/)  
It is helpful to keep a shortcut to this link on your desktop for easy reference.

### **Format**

The body of the paper will be at least 6 typed, double-spaced pages with 1 inch margins, and 12-point Ariel or Times New Roman font. The research paper should be organized in the following manner:

- Page 1 cover page, must include your name, the date, document and class title, time/day that class meets and the instructor's name spelled correctly. **Note: this cover page format is required for any assignment to be accepted.**
- Pages 2-6 research paper
- Page 7 reference or works cited page – **minimum of 4 references** using APA format.
- Please send research paper drafts via email so that feedback can be provided using the track changes function on Microsoft Word. Points are based on the following rubric for research paper grading:

<b>Research Paper Grading</b>			
<b>Category</b>	<b>In Progress</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>Level of information, research/ sources</b>	0-2 references with some source information documented- contains errors or missing documentation. 0-10	3 reputable and current (>2000) references with few documentation errors. 18	Student researched at least 4 current references from peer reviewed research, government or other respected web sites. 25
<b>Opposing arguments</b>	Student fails to provide opposing arguments or argument is not convincing for selected topic. 0-6	Student provides 1-2 convincing opposing arguments for selected topic. 13	Student provides 2 or more convincing opposing arguments for selected topic. 20
<b>Organization</b>	Organization of the paper is confusing to the reader and fails to contribute to a reader's understanding of the subject. 0-10	Information is generally organized but paragraphs may need better construction. 18	Information is very well organized with well-constructed paragraphs and subheadings, which contribute to a reader's understanding of the subject (paper flows very well). 25
<b>Length of paper</b>	Paper is less than 4 pages long. 0-6	Paper is 5 fully typed pages (No gaps/ spaces). 12	Paper is 6 fully types pages (No gaps/ spaces). 20
<b>Mechanics and APA format</b>	There are 6 or more APA errors, including citations and references. 0-6	There are fewer than 4 APA errors, including proper citations and references and up to 4 grammatical, punctuation or spelling errors. 13	Paper conforms to APA format, including correctly cited citations and references. No documentation errors and no grammatical, spelling or punctuation errors. 20
<b>Application of current health care system issues</b>	Less than 30% or no direct analysis related to current healthcare issues. 0-6	At least 30% of the analysis is related directly to course work and readings and 1 comparable law is mentioned. 13	At least one-half of the analysis is related directly to current health care system issues are mentioned. 20
<b>Writer's opinion based on facts</b>	Less than 15% is student's opinion or no logical conclusion. 0-6	15% of the paper is the student's opinion and conclusion is based on facts. 13	At least 20% of the paper is based off the student's opinions of presented research. 20
<b>Total</b>	50	100	150

Oral Presentation Grading		
Criterion	Possible Points	Total points
Cover slide and Agenda used and objectives of presentation explained	10	
Explain how topic fits into healthcare	10	
Professional, engaging introduction, topic interesting & easy to follow, credible with smooth transitions & credible conclusion	10	
3 long term care system issues incorporated	10	
How does subject affect patients and medical staff?	10	
What are ways to increase awareness on the subject or ways healthcare professionals can address it?	10	
Program is free of grammatical errors, stammering or repeated "ahs"	10	
PowerPoint and references submitted to instructor in proper APA format	10	
Additional communication tools or techniques used in addition to PowerPoint	10	
10-15 minutes – exceeding or going below time limit deducts from score	10	
<b>Total Points</b>	<b>100</b>	<b>X100</b>

### **Group Oral Presentation:**

- Each student will participate in a group presentation relating to the outcomes of this course to assist you in successful performance in the workplace. Being an educated and professional presenter will give you a great advantage in your job. Successful leaders must be able to distill and communicate information in order to achieve results.
- This presentation will be 10 to 15 minutes using any media or handouts that you see fit. Creativity is a plus. Your audience needs to understand and remember your information in order to use it.
- A maximum of 100 points will be awarded for presentations however the score is for the entire group, so you need to work together.
- Elements of presentation are as stated below.

### **Oral Presentation of the Research Paper:**

- Each student will give a 10 to 15 minute PowerPoint presentation to the class. We must be respectful of the time of others. Exceeding the time limit will deduct from your final score.
- Your individual power point presentation will be used to assist you with the completion of your final paper because it will be based on your research paper outline.
- A maximum of 100 points will be awarded for presentations
- Elements of presentation:
  1. **Delivery** includes eye contact, appropriate facial expressions and gestures. Pitch and speed are varied appropriately. Voice quality is pleasing, smooth and clear. Enunciation is clear and free of mumbling or poor word formation
  2. **Introduction** tells what you will cover, is attention getting and engages the audience.
  3. **Content** is interesting, credible, easy to follow and the main facts are easily identifiable. Transitions are smooth.
  4. **Conclusion** summarizes your information and restates the main point.
  5. **Overall** follow directions, be aware of audience (poised) and use appropriate visual aids.

Acknowledgement is provided here to all fellow Bryant & Stratton College associates,  
the 2010 Bryant & Stratton Course Review Board and  
all peers who generously shared content or ideas for syllabi preparation.

## Participation Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Week 4 Progress Report/ Midterm Grade Report

Each area of participation is graded on a scale from 0 (lowest) through 2.5 (highest), using the criteria below. This criterion focuses on the behaviors that demonstrate your ability to be successful in Intro to Healthcare. These are behaviors or traits that are also required for the successful healthcare professional. Additionally this allows students who demonstrate above average participation to receive more credit.						
Criteria						
	2.5 Superior	2 Above Average	1 Minimum Competency	0 Deficient	Possible score	My score
<b>Promptness</b>	Always prompt for class and remains for entire class period.	Prompt for class and remains until end all but 1-2 times per semester.	Prompt for class and remains until end all but 3-4 times per semester.	Habitually late for class or leaves early.	2.5	—
<b>Participation</b>	Actively participates & contributes without monopolizing class <b>90-100% of the time.</b> Asks questions, responds respectfully and applies information learned to group work. <b>Frequent</b> , energetic participation is <b>almost always voluntary.</b>	Actively participates & contributes without monopolizing class <b>80-90% of the time.</b> Asks questions, responds respectfully & applies information learned to group work. <b>Occasional</b> , energetic participation <b>must sometimes be invited.</b>	Actively participates & contributes without monopolizing class <b>70-80% of the time.</b> Asks questions, responds respectfully and applies information learned to group work. <b>Often hesitates to participate &amp; must be encouraged.</b>	Participates <b>less than 70%</b> of the time. Little or no active listening or contribution. Does not always respond respectfully or apply information learned to group work. <b>Rarely participates in class activities and or disrupts class.</b>	2.5	—
<b>Behavior</b>	Student <b>never</b> displays disruptive behavior during class.	Student <b>rarely</b> displays disruptive behavior during class.	Student <b>occasionally</b> displays disruptive behavior during class.	Student <b>frequently</b> displays disruptive behavior during class.	2.5	—
<b>Preparation</b>	Student is <b>always</b> prepared for class with assignments and required class materials.	Student is <b>usually</b> prepared for class with assignments and required class materials.	Student is <b>rarely</b> prepared for class with assignments and required class materials.	Student is <b>almost never</b> prepared for class with assignments and required class materials.	2.5	—
					10	—

## Homework

Homework is assigned on a regular basis. Written assignments are scheduled on the course tracking calendar. The assignment listed for each week is due by the start of next week's class. Students will receive a copy of the tracking calendar on the first day of class. Contact the instructor for additional copies if necessary. Specific instructions for homework assignments will be given at each class, therefore attendance is extremely important.

**Homework assignments are to be typed and emailed by the beginning of the following weeks' class period.** They should be in Microsoft word and follow the cover page format referenced in the research section under FORMAT on page 5. Homework assignments that are not received by 6:45 PM on the day of class are considered late. Similar to the real world workplace, any homework assignments received late will earn **no credit** (0 points). The purpose of homework is to prepare students for next week's class and unit exams and to learn professional work habits.

All complete and on time homework assignments will receive 100% value (either 5 or 10 points). Partially complete homework will receive 50% of the point value.

Homework Submitted	Complete	Partially Completed*	Incomplete
On time At the beginning of each class	100%	50%	0%
Late after the beginning of each class	0%	0%	0%

\*Partially completed is defined as failing to answer half (50%) of the assignment and failing to provide complete responses to questions.

# Long Term Care Management HTHS 405

## Contract

The purpose of this document is to confirm that the student:

\_\_\_\_\_ received a copy of both the system and supplemental syllabi, thoroughly reviewed and agree with the policies and procedures of Bryant and Stratton College and the HTHS 405 course instructor for the enrolled term. In doing so, the student will comply with both syllabi.

Student  
Signature \_\_\_\_\_

Instructor \_\_\_\_\_

Date \_\_\_\_\_

Please submit this signed document to your instructor on the first day of class.

<b>HTHS 405 Long Term Care Management</b>			
This course syllabus is a contract between you and Bryant & Stratton College. It represents the minimum expected learning outcomes for this course. Your instructor will also provide a supplemental syllabus describing the approach to the course, instructional methods, tracking calendar, assignments, assessments and grading scheme, plus guidelines for your success.			
<b>Semester Credit Hours: 3</b>	<b>Instructional Hours: 3</b>		<b>Term: Spring 2012</b>
<b>Proficiency Available: NO</b>	<b>Prerequisite(s):</b> AHLT 111 Introduction to Healthcare	<b>Co-requisite(s):</b>	Date of Last Revision: 3/2012
<b>COURSE CATALOG DESCRIPTION:</b> This course is an introduction to management in the long-term care system. Students develop knowledge of the various segments of the system, how the system developed to its current state, compares it to an ideal system, and projects future trends. This course covers the full continuum of long-term care. The increasingly important topics of the aging of American society, the impact of the "baby-boomers", consumer choice, and the growing diversity in long-term care are covered extensively and from a variety of perspectives.			
<b>LEARNING OUTCOMES</b> Bryant & Stratton College seeks to develop lifelong learning competencies in all students through the development of information literacy skills that assist students to formulate essential questions, research and apply the answers, and communicate the results within the dynamic communities of college, career, and life. <b>Course Outcomes:</b> Upon completion of this course, students will be able to: 8 Examine the influences that impacted the development of long-term care as it exists today and analyze elements useful in improvement toward an ideal system. 9 For each of the following long-term care providers, define and describe how they developed, where they fit in the continuum of care, the services they offer, and who uses them. i) Nursing facilities ii) Subacute and post acute care iii) Assisted living iv) Senior housing v) Community-based services 10 For each of the above listed long-term care providers (a-e) examine the impact of the following: financial aspects, staffing, legal and ethical issues, and management challenges and opportunities for purposes of applying this knowledge to health care managerial settings. 11 Examine the impact of external controls, both governmental (federal and state) and non-governmental (accreditation and certification). 12 Analyze the role of competition, cooperation, and integration as they influence effectiveness in the field of long-term care. 13 Identify necessary leadership skills for long-term care and evaluate their effective application. 14 Identify future trends that are likely to affect the long-term care field and the impact of these trends. <b>Institutional Outcomes:</b> 1. Employ information literacy skills through the effective use of technology and information resources to accomplish a goal. 2. Apply inquiry and scientific reasoning methods to facilitate learning and awareness of professional and societal responsibilities. 3. Develop thinking processes and utilize learning strategies to understand their metacognitive abilities. 4. Transfer knowledge from life lessons and formal instruction to new situations as evidence of relational learning. 5. Demonstrate proficient mathematic and communication (written and oral) skills as required in the workplace.			
<b>MEDIA/EQUIPMENT/SOFTWARE REQUIREMENTS:</b> <i>Bryant &amp; Stratton College faculty, as content area experts, selected the following media package for this course. A decision was made from these approved packages and is reflected on the supplemental syllabus.</i>			
<u>Package A</u> Long-term Care: Managing Across the Continuum, Edition 3, Jones and Bartlett ISBN: 9780763764500	<u>Package B</u> The Continuum of Long Term Care, Ed. 3, Cengage ISBN: 1401896375	<u>Package C</u>	
<b>SKILLS ASSISTANCE:</b> The instructor will be available for Skills Assistance hours. The times and locations are published in the supplemental syllabus.			

## TOPICS TO BE COVERED MAY INCLUDE:

### Overview of Long-Term Care

- Current long-term care system
  - Development
  - Challenges
  - Strengths
- Continuum of care
- Consumers and providers of long-term care
- Institutional and non-institutional care
  - Strengths
  - Challenges
- Changes in long-term care today

### Ideal Long-term Care System

- Characteristics
  - Accessibility
  - Quality
  - Cost
- Consumers' rights and responsibilities
- Roles of informal and formal caregivers

### Nursing Facilities

- Definition
- Development
- Place in continuum of care
- Services offered
- Consumers
- Sources of financing
- Regulations affecting nursing facilities
- Ethical issues affecting nursing facilities
- Future trends and impact of these trends

### Subacute and Postacute Care

- Definition
- Development
- Place in continuum of care
- Services offered
- Consumers
- Sources of financing
- Regulations affecting subacute and post acute care
- Ethical issues affecting subacute and post acute care
- Future trends and impact of these trends

### Assisted Living

- Definition
- Development
- Place in continuum of care
- Services offered
- Consumers
- Sources of financing
- Regulations affecting assisted living facilities
- Ethical issues affecting assisted living facilities
- Future trends and impact of these trends

### Senior Housing

- Definition
- Development
- Place in continuum of care
- Regulations affecting senior housing providers
- Financial and managerial issues facing senior housing providers

### External Control of Long-Term Care

- Need for and problems of external control
- Quality and costs controls
- Roles of federal and state governments in regulating long-term care
- Non-governmental controls
  - Accreditation
  - Certification

### Long-term Care Reimbursement

- Current public reimbursement options
  - Medicare
  - Medicaid
- Current private reimbursement options
  - Private pay
  - Private long-term care insurance
- Managed care and its impact on long-term care
- Future trends affecting long-term care reimbursement

### Long-term Care Quality

- Quality improvement
- Quality assurance
- Continuous quality improvement
- Outcomes based and process based measures
- System-wide approach to the management of quality
- Government and private resources available for quality improvement

### Ethical Issues in Long-term Care

- Social and emotional impact
- Access to care
- Autonomy, independence and self-determination
- End of life issues
- Management ethics

### Governance and Administration

- Elements
- Differences of governance in profit, nonprofit, and government organizations
- Roles and responsibilities of governing boards
- Roles and responsibilities of administration

### Leadership in Long-term Care

- Role of leadership in long-term care
- Components of leadership
- Role of culture change in long-term care
- Components of culture change in long-term care

### Technology in Long-term Care

- Potential application of an information technology system
- Privacy and access to information
- Benefits of technology to long-term care providers, consumers, and the system
- Barriers to successful use of information technology
- Options for acquiring and using information technology

### Marketing and Community Relations

- Relationship between strategic planning and market planning
- Development of marketing plan
- Maintaining a marketing plan

### Future Trends

- Ethical issues affecting senior housing providers
- Future trends and impact of these trends

#### **Community-Based Services**

- Definition
- Development
- Regulations affecting community-based services
- Financial and managerial issues facing community-based services
- Ethical issues affecting community-based services
- Future trends and impact of these trends

#### **Competition, Cooperation, and Integration**

- Competitive forces acting on long-term care organizations
- Various forms of cooperation and integration
- Benefits of integration
- Components of integrated systems and networks
- Management, financing, and quality issues related to integration
- 

- Future directions
- Changing consumer demographics
- Focus on quality and outcomes
- Changes in the organization and delivery of long-term care
- Technological advances
- More and better clinical applications
- Innovative delivery methods
- New organizational relationships
- Changes in financing and reimbursement
- Health system reform

#### **Managing for the Future**

- Challenges and opportunities facing managers
- Leadership skills
- Change agent

## Bryant & Stratton College

### HEALTH RESEARCH METHODS HTHS 410 Syllabus Supplement

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Instructor: **Carmen M Freund**  
**MPH BA** E-mail: [cmfreund@bryantstratton.edu](mailto:cmfreund@bryantstratton.edu)  
Phone: 414-303-4734

Class: Monday Campus: West  
Wauwatosa Wisconsin  
10950 W. Potter Road  
Wauwatosa, WI 53226  
Room #: 18

Class Time: 06:00-8:45 p.m. Skills Assistance: 30 minutes before class

#### Introduction:

I am a past graduate from Bryant Stratton College. I started my educational journey in the MA program in 2004. I earned my AAS degree and certification as a medical assistant in the spring of 2005. I proceeded to earn my BA in business from Bryant Stratton College in 2007. In March of 2008 I began working towards earning on my Master's degree in Public Health behavioral Science which I completed in August of 2010. At present I am working towards achieving my doctorate in Public health with a specialization in epidemiology. My area of focus is Low Health Literacy.

For most of my employment life I have worked primarily in health care. I have had the privilege of working for a number of extraordinary health organizations.

I have worked at Children's Hospital of Wisconsin, Wheaton Franciscan, and Columbia, as a caregiver, administrative assistant, health unit coordinator, and medical assistant. I had the great opportunity to work with the department of Population Health of the Medical College of Wisconsin.

I have worked for the Aurora Health Care organization as a Research Data Specialist for 6 years. The type of research that I was involved with included Investigator initiated research, clinical trials, pharmaceutical or devise studies, registry and data collection, monitoring and compliance.

I look forward to working with all you.

What follows are the expected course outcomes:

Course Outcomes: Upon completion of this course, you will be able to:

1. Describe health care research and the purpose of health research.
2. Examine the methods of research used in health research to inform practice.
3. Demonstrate how to develop a research question.
4. Demonstrate how to choose, analyze, and evaluate existing literature on a health research topic.
5. Explain the significance of case reports, case studies, and case control studies in health care research.

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6. Incorporate the major components of a research proposal and the criteria used to evaluate its merits when writing a research report.
7. Analyze the ways in which data is collected and managed during a research project to inform practice.
8. Design and conduct a health care study using data analysis and interpretation and effectively communicate research findings in a written report.
9. Illustrate the various outcomes that health research may have on consumers, providers, policymakers, and health care managers.
10. Identify other disciplines that may be related to or involved with a health care study.
11. Analyze the challenges for health services research for possible solutions.

#### Institutional Outcomes:

1. Employ information literacy skills through the effective use of technology and information resources to accomplish a goal.
2. Follow established, habitual, and scientific methods to create opportunities for growth and increase critical awareness of one's responsibilities as a contributor to society.
3. Develop thinking processes and utilize learning strategies to understand their metacognitive abilities.
4. Transfer knowledge from life lessons and formal instruction to new situations as evidence of relational learning.
5. Demonstrate proficient mathematic and communication (written and oral) skills as required in the workplace.

#### Required Text and Media

Designing Clinical Research, Ed 3, Lippincott; ISBN: 9780781782104

**Additional Class-specific information:** There is not an additional list of supplies and/or resource materials you will need to acquire or utilize in order to fully participate in the class. However, you are encouraged to come to class everyday with your textbooks, competency book, pens and notebooks in order to take notes during class room discussions.

#### Additional/ Selected Resources

The Bryant & Stratton College *APA Style Guide* – Copies are available in the Library and on the campus Library Portal. Do not remove copies from Library without permission.

The Libraries (both campus-based and virtual) will be valuable sources for research (books, periodicals, web-based resources). The campus librarian(s) and the online 24/7 reference librarians (available through QuestionPoint™) will be invaluable resources for research help.

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Students also have access to SMARTHINKING, a resource that offers live online tutoring and writing lab. <http://www.smarthinking.com/>

The Learning Center on campus is a valuable source for both face-to-face and computer-aided tutoring in a number of specific areas that can impact success in this course.

**One-on-One Progress Grade Reports and discussions:** Before the course ends four grade reports are expected to be given to students per semester. The meetings will occur at roughly 4 weeks, 8 weeks (midterm), 12 weeks and at 15 weeks (Final) grade. At that time you will be asked to sign that we discussed your progress to date in the course and grade using the grid provided on page 8.

#### Course Requirements and Grading Criteria

See project and assignment description for specific grading information (**Appendix A**). Students will be graded using the following:

Project/Assignment	Points	Percent of Grade
Mid-term ( Paper 4 )	100	10%
Final (paper 5)	100	10%
Systematic Review (Paper 2)	100	10%
Debate ( Assignment )	100	10%
Chapter presentation (Paper 1)	100	10%
Secondary Analysis (Paper 3)	100	15%
Paper Presentation Secondary Analysis (Paper 3)	100	10%
Homework Assignments Quizzes (36)	100	15%
Participation (overall score)	100	10%
<b>Total</b>	<b>800</b>	<b>100%</b>

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Percentage Grade	Letter Grade	Description	GPA Point Value
90-100%	A	<b>Excellent</b> - Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.	4.0
85-89%	B+	<b>Very Good</b> -Performance of the student has been very good, though not at the highest level.	3.5
80-84%	B	<b>Good</b> - Performance of the student has been good, though not of the highest level.	3.0
75-79%	C+	<b>Satisfactory</b> -Performance of the student has been more than adequate, satisfactorily meeting the course requirements.	2.5
70-74%	C	<b>Fair</b> - Performance of the student has been acceptable, adequately meeting the course requirements to pass and earn credit.	2.0
69% or less	F	<b>Failure</b> - Performance of the student failed to meet course requirements therefore <b>no</b> credit is earned.	0

**Supplemental Syllabus Appendix A: Major Assessments**

**Title of Project/Assignment:** **Midterm #4 Major Assessment due 07/07/2014**  
**Due Date:**  
*No late projects/assignments will be accepted.*  
**Points/Percent of Grade:** 100 points/10% of grade  
**Key Deliverables:** A write up answering questions 1a-f for each of the five news stories; copies of the five stories

**Primary Skills/Learning Area:** Interpreting research findings reported in mass media, becoming a technical consumer of research; and applying critical understanding of research aims, methodology, findings, and relevancy in a real world context.

**Tips/Resources:** Review your notes to "Research in the Real World" and chapters 4, 6, and 29. Answers to each sub-question should be about 5-7 sentences. 1-inch margins and 12-point font.

**Instructions:**

1. Find **five** different online or print news stories that reference data or a research study. For each news story, answer the following:
  - a. What was the study's major research question or aim (if mentioned)?
  - b. What is the major finding and why is the finding newsworthy?

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- c. What statistics and or other analytical methods did they use to create the finding (they might not give the exact statistic in the new report but they will likely reference the data)?
  - d. What is the study design, methods, and the population studied? Did it include a comparison group? If so, what groups were compared?
  - e. Does the news story mention any potential bias or limitations of the study? If so, briefly describe any explicit or implicit limitations in either the study design or the data presented in the story?
  - f. Attach a copy of the original new story.
2. **Email** your answers to question 1 by the deadline.

**Note:** If the news story doesn't include enough information to answer these questions, then you should select a different story. Try to find longer news stories that describe research studies in more depth. If you are still have trouble answering the questions (even with a longer news story), try finding a scientific journal article for the study to supplement the news story article. If the news story can answer all but two questions, than that is acceptable and you may use it. Good luck!

**Grading Rubric:** Students will receive points for every correct answer.

72 or more points; 90% - 100%: A

64-71 points; 80% - 89%: B

56 -63 points; 70% -79%: C

55 or less points; 69% or less: F

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**Mini Syllabus**

**Title of Project/Assignment:** **Final Paper Accessing Milwaukee Data # 5 08/04/2014**

**Due Date:**

*No late projects/assignments will be accepted.*

**Points/Percent of Grade:** 100 points/10% of grade

**Key Deliverables:** A write up reflecting local-level data that is exactly like or similar to the national data provided

**Primary Skills/Learning Area:** Practice accessing secondary data, identifying actual sources in the community for public health data, and interpreting population level health indicators.

**Tips/Resources:** Review chapters 14, 20, 23, and 26. Data should be presented in sentences similar to the national data.

**Instructions:** See national data sheet. Identify City of Milwaukee or Milwaukee County equivalent data trends and provide a written statement of each trend. Must include citation and original copy of the source material.

**Grading Rubric:** Students will receive points for every completed finding or demonstrating that attempts were made to find comparable local data.

90 points or more; 90% - 100%: A

80-89 points; 80% - 89%: B

70-79 points; 70% -79%: C

69 or less points; 69% or less: F

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**HEALTH RESEARCH METHODS HTHS 410 Syllabus Supplement**  
**Spring 2014 Monday May 12, 2014 – August 11, 2014**  
**Mini Syllabus**

**Title of Project/Assignment:** **Paper 2: Systematic Review due 06/23/2014**

**Due Date:**

*No late projects/assignments will be accepted.*

**Points/Percent of Grade:** 100 points/15% of grade

**Key Deliverables:** One 10 page, double spaced paper, with cover sheet, reference page, and diagram/figure

**Primary Skills/Learning Area:** Writing a coherent and interesting narrative that reflects your critical thinking skills, learning about a new topic, learning how theory and research translate into practice, and inform day-to-day practices.

**Tips/Resources:** Review chapters 30, 31, 32, and 33. Review your notes from the discussion on theories of change, social constructs, and variables. Create an outline of your paper to assess its flow and organization. Work with your instructor to focus your paper. APA & Writing help @ [owl.english.purdue.edu/owl/resource/560/04/](http://owl.english.purdue.edu/owl/resource/560/04/) it is helpful to keep a shortcut to this link on your desktop for easy reference.

**Instructions:** Write a paper on the following health behavior theories. The paper should provide a description of theory, basic terminology, a short history of the theory (who created it and why?), current use of the theory by practitioners **and** researchers, summary of how the theory has been studied (what methods are used to research the theory? what populations have been studied and why? what were the major outcomes of the studies? Do they (dis)prove the theory or ask additional questions?) and explain how it has contributed to the field of public health or research. You can include additional areas if appropriate. The theories are:

- Social Disorganization
- Health Belief Model
- (Social) Ecological Model
- Transtheoretical or Stages of Change Model

**Paper should include:**

1. **Cover page**, with course title, title of paper, student name, instructor name, etc.
2. **Eight pages double spaced**. The cover page and reference pages do not count as part of the eight pages. 1-inch margins and 12-point font. Include at least one graph/figure.
3. **Reference page**, using APA citation styles. The number of references will vary with each topic and each student. Use multiple references to avoid plagiarism. It would not be unusual to have 10-20 references for this paper. No website sources permitted. All sources should be either government or academic peer-reviewed articles.

**Papers will be submitted once.** If you do not like your grade, you can re-submit the paper **one time** to demonstrate your writing skills and receive a higher grade.

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**Grading Rubric:** "A" - paper is exceptional. "B" - paper represents quality work and has a few correctable errors. "C" - paper is adequate but errors require substantial revision or may lack content or organizational problems. "F" - paper is unacceptable. Plagiarism will lead to an automatic "F". See rubric.

#### Papers 1 and 2 Grading Rubric

	F	C	B	A
	"F" - paper is unacceptable.	"C" - paper is adequate but errors require substantial revision or may lack content or organizational problems.	"B" - paper represents quality work and has a few correctable errors.	"A" - paper is exceptional.
Flow & Organization	Paper lacks flow and is poorly organized at all levels (sentences do not make up well-thought out paragraphs, paragraphs are loosely connected, sections are incoherent).	Paper has major organizational issues but some flow has been established.	Paper has some organizational issues, but overall flow is good and coherent.	Paper flows and is well organized, paragraphs relate to one another, paper is very coherent.
Content	Content is skimpy and basic, content reflects limited understanding of the material, five or less references were used. Paper does not have a figure/graph or the one used needs substantial editing.	Content has significant gaps and less than 10 references were used. Paper has a figure/graph created by the student but needs additional editing.	Content is solid and reflects some research and topic gaps but has 10 references. Paper has a figure/graph created by the student.	Content is well researched (has more than 10 references), there are no major gaps in topical areas. Paper has a figure/graph created by the student.
Conclusion	Conclusion is extremely short (1 paragraph) and does not at all reflect student's original ideas.	Conclusion is very short (1 or 2 very short paragraphs of 3 sentences or less). Some points are reframed and synthesized. Some of the student's own thinking is referenced.	Conclusion is short (2 medium-sized paragraphs) but it still synthesizes the major points and reflects the student's own thinking and original ideas.	Conclusion summarizes the paper's major points in 3 or more medium-sized paragraphs (7 sentences or more) and reflects student's own thoughts and many of the student's original ideas.

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Grammar & Punctuation	Major and prominent grammatical and punctuation errors are found throughout the paper. These errors require substantial edits and redrafting.	There are several grammatical/punctuation errors. Some can easily be fixed and some require additional edits and/or redrafting of entire sections.	There some grammatical or punctuation errors but they can easily be fixed. No major sections need to be redrafted.	There are no major or distracting grammatical or punctuation errors.
<i>Each category is worth 20 points.</i>				

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**Title of Project/Assignment:** Chapter Presentation **Paper 1 06/30/2014**

**Due Date:**

*No late projects/assignments will be accepted.*

**Points/Percent of Grade:** 100 points/10% of grade

Each presentation will cover at least two chapters.

**Key Deliverables:** 10 minute presentation with PowerPoint slides (include at least one diagram/figure), 5 minute question/answer and discussion, and an annotated bibliography of the chapters (handout for class)

**Primary Skills/Learning Area:** Practice presenting, using PowerPoint as a visual aid, writing a short summary of information, and leading a discussion (facilitation).

**Tips/Resources:** Chapters 33. Review notes from how to develop an elegant PowerPoint Presentation. Review notes on what to include in an annotated bibliography. Review notes on how to give a compelling and insightful presentation. It is not unusual to supplement your presentation with additional material found online, at the library, etc. If the chapter is "weak" or "skimpy" in a particular area that you feel is important to understanding the material, include supplemental information in your chapter presentation. Here are some important elements of presentation to think about:

- Delivery includes eye contact, appropriate facial expressions, and gestures. Pitch and speed are varied appropriately. Voice quality is pleasing, smooth, and clear. Enunciation is clear and free of mumbling or poor word formation.
- Introduction tells what you will cover, is attention getting, and engages the audience.
- Content is interesting, credible, easy to follow, and the main facts are easily identifiable. Transitions are smooth.
- Conclusion summarizes your information and restates the main point.

**Instructions:** Read the assigned chapters and develop a 10 minute presentation for the class. Create a PowerPoint of the material, which should include at least one figure/diagram that you will explain to the class. You must include at least one applied example (e.g., if you present on "how to create a survey", walk us through an actual survey using vocabulary from the chapter. Be prepared to answer student and instructor questions (5 minutes) and ask the class questions about what you have covered. Create a short annotated bibliography of the chapter that answers these questions:

- The five key words that you should know after reading this chapter are...
- The top three things (concepts) you should know after reading this chapter are...

**Note:** The class will receive general feedback on presentation style. The instructor will not give individual comments, but group comments regarding presentation style.

**Grading Rubric:** Students will receive full credit for their completed chapter presentations.

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**Mini Syllabus**

**Title of Project/Assignment:** **Paper Presentation Secondary Analysis** **Due Date:** completed assignment due 07/28/2014 presentation due 08/04/2014

*No late projects/assignments will be accepted.*

**Points/Percent of Grade:** 100 points/10% of grade

**Key Deliverables:** 10 minute presentation with PowerPoint slides (include at least one diagram/figure), 5 minute question/answer and discussion. **\*\*portfolio item\*\***

**Primary Skills/Learning Area:** Practice presenting and using PowerPoint as a visual aid, leading a discussion (facilitation), and receiving and using critical feedback in a professional manner.

**Tips/Resources:** Chapters 33. Review notes from how to develop an elegant PowerPoint Presentation. Review notes on how to give a compelling and informative presentation. Practice delivering your presentation. Practice timing your presentation. Use the "Notes" function in PowerPoint.

**Instructions:** Develop a 10 minute presentation for the class on one of the two papers you wrote this semester. Create a PowerPoint of the material, which should include at least one figure/diagram that you will explain to the class. Be prepared to answer student and instructor questions (5 minutes) and ask the class questions about what you have covered. Avoid these common mistakes:

- Repeatedly saying "um" or "you know", or "uh."
- Reading directly from the slides or reading from notes without eye contact.
- Using graphics but not explaining them or using graphics that are not relevant and/or are distracting
- Lack of consistent formatting from slide to slide.
- Not knowing the pronunciation of words.

**Note:** Each student will receive specific, constructive feedback on their paper presentation immediately following the presentation. The feedback will identify strengths as well as areas for improvement with regard to content and presentation style (delivery). This feedback is intended to help you grow as a professional.

**Grading Rubric:**

- **Content (25 points):** Content is clear, concise, logical, thought provoking, comprehensive, and has good flow. Opening and closing remarks are made.

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- **Delivery (50 points):** Presentation style demonstrates student is familiar with the material and knows what she/he is going to say, body language is appropriate and adds to presentation (mannerisms are good, eye contact is made, strong presence), and there are connections made between slides and topic areas.
- **Feedback (25 points):** Student accepts feedback and acknowledges room for growth. See rubric.

**Paper Presentation Grading Rubric**

	F	C	B	A
	"F" - presentation is unacceptable.	"C" - presentation is adequate but errors require substantial revision.	"B" - presentation is of quality and has a few correctable errors.	"A" - presentation is exceptional.
Content (2.5pts)	Content is incoherent, illogical, long-winded, and poorly organized. Opening and closing remarks are absent from the presentation.	Content lacks some flow and organization. Content is very skimpy. Major edits are needed.	Content is clear, interesting, and somewhat comprehensive. Some minor revisions are needed.	Content is clear, concise, logical, thought provoking, comprehensive, and has good flow. Opening and closing remarks are made.
Delivery (50 pts)	Student appears unfamiliar with the content, body language does not at all support student's presentation, slides are incoherent and do not relate to one another, student uses few segways to introduce new material. For the majority of the presentation, student reads directly from the slides and makes little eye contact or demonstrates stage presence.	Student has some stylistic skills to work on (e.g., over reliance on "um" or "you know"; or reads too closely off notes or slides). Little eye contact is made with the audience. Little use of PPT as a visual aid.	Presentation was memorized. Student used few aids (e.g., notes) and made good use of PPT as a visual aid. Presentation style was fairly good.	Presentation style demonstrates student is familiar with the material and knows what she/he is going to say, body language is appropriate and adds to presentation (mannerisms are good, eye contact is made, strong presence), and there are connections made between slides and topic areas.

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Feedback (25 pts)	Student is not open to constructive feedback (e.g., dismisses feedback, offers excuses, body language is inappropriate).	Student accepts some feedback but dismisses other feedback.	Student accepts feedback but does not offer ways to use it in the future.	Student accepts feedback and identifies ways to adopt feedback.
<i>Each category is worth 20 points.</i>				

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**Title of Project/Assignment:** Homework Quizzes 36 chapters total

**Due Date:**

*No late projects/assignments will be accepted.*

**Points/Percent of Grade:** part of 15% of homework grade

**Key Deliverables:** Varies

**Primary Skills/Learning Area:** Practice understanding research findings in popular media and in academic articles. Demonstrate understanding of core concepts, terminology, and use of research data for program development and assessment.

**Tips/Resources:** Class materials, particularly the book.

**Instructions:** Varies. See specific handouts.

**Grading Rubric:**

- Students will receive credit for every correct answer.

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**Title of Project/Assignment:** Debate due 06/16/2014

**Due Date:**

*No late projects/assignments will be accepted.*

**Points/Percent of Grade:** part of 10% of homework grade

**Key Deliverables:** Actively participate in debates

**Primary Skills/Learning Area:** Practice making an argument (persuasive speech) in a professional manner, practice "thinking on the spot," and articulating your point using information and personal experience, and working with others as part of a team.

**Tips/Resources:** Review handouts from debating and judging lecture. You will have to research the topic independently. Pull 2-3 comprehensive articles from good sources to get the information you need to make a compelling case. You should have at least one strategy meeting with your partner to be on the same page and anticipate your opponent's arguments.

**Instructions:** Participate in two debates. The debate topic will be qualitative versus quantitative data. You will work in teams of two (final number may vary depending on number of students in the class). You must speak once. You can tag team the question and answer section (that is, both students can answer/ask a question). Some preparation time in between speeches may be given (up to 10 minutes per team).

The debate will use the following format:

- 5-10 minute - pro quantitative data speech (opening remark; must be pre-prepared, no reading off cards)
- 5 minute - question and answer
- 5-10 minute - pro qualitative data speech (opening remark; must be pre-prepared,
- 5 minute - question and answer
- 5-10 minute - rebuttal (quantitative side)
- 5-10 minute - rebuttal (qualitative side)

**Grading Rubric:**

- 20 points will be deducted for un-sportsmanship conduct.
- Students will receive full points for participating in the debate (assuming good sportsmanship).

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**Title of Project/Assignment:** Participation (**new behavior rubric for overall points deduction will be used if an intervention is needed**)

**Due Date:** Not applicable

*No late projects/assignments will be accepted.*

**Points/Percent of Grade:** 100 points/10% grade

**Key Deliverables:** Actively participate in class, assist with creating a positive learning environment, and demonstrate that you are learning, reading the material, and care about your peers.

**Primary Skills/Learning Area:** Sportsmanship

**Tips/Resources:** Ask questions about the material, contribute to class discussion, demonstrate that the information is applicable to your future professional goals, and assist other students when needed. Participate in in-class activities (e.g., reviewing consent forms). Abstain from "grunting, groaning, and pouting" behavior and loud, obnoxious comments about workload and grading. Choose another place - other than the classroom - to vent with classmates, stress over assignments, and voice frustrations. Seek assistance from your advisor, the instructor, and tutors if you need help.

**Grading Rubric:**

- **Appropriateness:** 50 points will be deducted if you are consistently inappropriate in class (Bryant and Stratton professional conduct rules and dress codes apply). "Consistently" is defined by "often, frequent, periodic, or regular." This applies to each class session and the duration of each class session. If the 50 points are deducted, you may have an opportunity to earn back 30 points if your behavior improves significantly during a specified time period agreed upon by the student's advisor, the student, and the instructor.
- **Learning Environment:** 50 points will be deducted if at any point in time the learning environment is jeopardized by your conduct in the classroom. If the 50 points are deducted, you may have an opportunity to earn back 30 points if your behavior improves significantly during a specified time period agreed upon by the student's advisor, the student, and the instructor.

You will receive one final grade in participation at the end of the semester. You will be notified at the midterm if you need to improve in this area to earn full points. This is an "all or nothing" grading approach. You will lose all points if your conduct is not professional. Likewise, you will earn every point if your conduct is professional.

See rubric chart on next page.

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**Participation Grading Rubric**

	F	C	B	A
Appropriateness (55pts)	<ul style="list-style-type: none"> <li>• Student only asks "how do I get an A?" but never participates substantially in classroom discussions or breakout sessions.</li> <li>• Student never displays solid work ethic (e.g., striving to be an independent learner, striving toward lifelong learning, striving to raise critical thinking skills).</li> <li>• Student does not demonstrate at all that she/he has read the assigned readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely speaks and participates in class discussions. When called up on, student struggles to answer the question or contribute to the discussion.</li> <li>• Student does not demonstrate that she/he has read the assigned readings.</li> <li>• Student struggles with lifelong learning values and critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is somewhat reserved in class and must be called on regularly to participate.</li> <li>• Student voluntarily participates in class discussions once in a while.</li> <li>• Student demonstrates that she/he has read most of the readings and understands the material.</li> <li>• Student does demonstrate lifelong learning values and some critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has exceptional work ethic, demonstrated by regularly asking questions about the material, contributing to class discussions, demonstrates the information applies to future goals, assisting other students when needed, and working on critical thinking.</li> <li>• It is clear the student has read the readings, thought about the readings, and applies the material in class.</li> <li>• Student regularly and consistently demonstrates lifelong learning values.</li> </ul>

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Learning Environment (55 pts)	<ul style="list-style-type: none"> <li>• Student regularly disrupts the class with loud outbursts; significant time must be used to re-direct student.</li> <li>• Student regularly "grunts, groans, or pouts" when given assignments.</li> <li>• Student regularly complains about assignments while in the classroom and while class is in session.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voiced many frustrations sometimes in a disrespectful or disruptive tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Student voiced several frustrations throughout the semester but in a constructive and respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Student never "grunts, groans or pouts" when given assignments.</li> <li>• Student is never observed venting or complaining about class in the classroom.</li> <li>• Student voiced some frustrations but in a constructive manner.</li> </ul>
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*Each category is worth 20 points.*

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**Introduction to Health Research Methods # 410 Syllabi Contract Signature form**

The purpose of this document is to confirm that the student:

\_\_\_\_\_ received a copy of both the system and supplemental syllabi and the course competencies. I have thoroughly reviewed and agree with the policies and procedures of Bryant and Stratton College and the syllabus from the Health Research Methods course instructor for the enrolled term. In doing so, the student will comply with both syllabi.

Printed Student Name \_\_\_\_\_

Student's Signature \_\_\_\_\_

Campus \_\_\_\_\_

Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_

Date \_\_\_\_\_



# Bryant & Stratton College

PERSONAL EDUCATION. LIFETIME SUCCESS.  
SINCE 1854

## PRACTICUM AND CAPSTONE PROJECT- HTHS 470 Syllabus Supplement

**Instructor:** Salman Afsar MD      **E-mail:** salmanafsar@bryantstratton.edu  
MHA

**Term:** Winter

**Class Day:** Tuesday      **Location:** Room 412 – Downtown Campus

**Class Time:** 1630-1915      **Skills Assistance:** By appointment

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**Welcome to HTHS 470 Practicum and Capstone Project!**

**Required Text and Media** (Includes PowerPoint, internet research and business contact) NONE

**Handouts and various reference materials will be provided**

### **Available Resources**

- The Bryant & Stratton College *APA Style Guide* – Copies are available in the Library and on the campus Library Portal. Do not remove copies from Library without permission.
- The Libraries (both campus-based and virtual) will be valuable sources for research (books, periodicals, web-based resources). The campus librarian(s) and the online 24/7 reference librarians (available through QuestionPoint™) will be invaluable resources for research help.
- Students also have access to SMARTHINKING, a resource that offers live online tutoring and writing lab. <http://www.smarthinking.com/>
- Additionally, the Learning Center on campus is a valuable source for both face-to-face and computer-aided tutoring in a number of specific areas that can impact success in this course.

### **Course Description**

Prerequisite for this course is the student must be in their final semester. In this course students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills and

Course Syllabus –Practicum and Capstone Project-HTHS 470-Downtown

Instructor – Kim Kubricky

9/2013

behaviors developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards. The capstone project will be a portfolio development exhibit.

**Course Outcomes and Objectives-note there are NO competencies for this course**

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

1. Secure a career-related practicum site at which the student provides authentic problem solving services to meet both academic and employer goals.
2. Demonstrate understanding and apply ethical behavior/ response to; situations, case studies and simulations.
3. Conduct research related to the problem.
4. Establish a network of experts and partners to strategize solutions to the problem.
5. Analyze and synthesize information to solve the problem.
6. Present written and oral solutions in a consultative format to the decision makers at the practicum site.
7. Evaluate project progress through the use of periodic reflective journals.
8. Process the feedback and assessment results to complete a multi-media presentation to peers detailing the problem, research and the recommendations for a solution.

<b>HTHS PROGRAM OUTCOMES</b>	<b>((student will be expected to articulate and show evidence of each outcome before graduation))</b>
Analyze and apply contemporary knowledge and skill sets to work effectively in a managerial capacity in a health services setting.	Discuss and exhibit final paper from Management I or II.
Utilize effective skills in financial planning, long-term care management, human resource development, public safety, and emergency disaster planning in health service administration.	Discuss and exhibit final paper from Long Term Care management course.
Evaluate and apply leadership skills.	Discuss how student was able to be successful in group projects in program and volunteer or internship successes.
Use legal and ethical principles to analyze and apply management practices of health care organizations and delivery of patient care.	Discuss and exhibit final paper from Legal course.
Research information management systems to evaluate and select technologies appropriate to a particular healthcare setting.	Discuss and exhibit research paper from Information Systems course.

**Critical Skills Addressed in this Course**

These are the essential abilities needed to succeed in a dynamic workplace environment:

- Ethical behavior
- Working well in teams
- Strategic Thinking
- Achieving quality

- Lifelong learning
- Using technology effectively
- Continuous adaptation to change
- Information analysis & communication
- Problem solving strategies
- Persisting to reach goals
- Professionalism

### **Course Requirements**

1. **Respect** yourself, your classmates, your instructor and Bryant & Stratton College policy. Courtesy is expected at all times with respect for culture, age, race, gender, disability and sexual orientation. All students have the right to an environment free of misconduct.
2. **Profanity:** *There is zero tolerance for profanity in this course this means NO swearing or crude language.* In the healthcare workplace, profanity is considered to be a type of harassment. *Violation will result in removal from class resulting in a "0" for the day and no make-up quizzes or tests.*
3. **Academic Honesty and Plagiarism** The intent of this course is to think and to implement lifelong learning not to cut and paste the work of others without providing proper credit. **Any form of cheating will not be tolerated.** Your work will be analyzed for content originality and must represent your own words or ideas. All relevant sources must be cited and you must make clear the extent to which those sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication originates from an identifiable source. *Plagiarism is a serious academic offense which could result in failure or dismissal,* and occurs when a student uses another person's ideas or words without giving appropriate credit to the source of that material. Any fact, idea, summary, paraphrase, or quotation that is borrowed from another person's work and included in your paper must be documented through proper citation and referencing. Your work is to be written *in your own words.* Information that is directly quoted from source material must be set off with quotation marks and cited appropriately.
4. **Attendance Policy Review** Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the professional community. Regular attendance and participation will help you stay on top of learning experiences that will help you to successfully complete your coursework and attain your degree.

#### **Important things to know about attendance:**

- Attendance is taken at all academically-related activities including class and labs and is part of your permanent record.
- It is your responsibility to contact your instructor to make arrangements for any material or work being missed due to your absence.
- If you cumulatively miss three weeks' worth of class time in one class, you will need to see your instructor or academic advisor to pick up and complete a Status Update and Learning Contract form to be signed by you and your

instructor. These may be updated or replaced should additional absences impact your performance in class.

- If you miss 14 consecutive days across all of your classes (including holidays and weekends), Bryant & Stratton College is required to drop you from all of your courses for that term which will result in a W (withdrawal) or a WF (withdrawal at a failing level) on your transcript for each course. If you miss 14 consecutive days, you should meet with your academic advisor to discuss your situation and options.
- 5. **Class Participation is required.** Participation points are earned on a weekly basis. In addition to active participation, points will be available in various forms including pop quizzes, one-page written assignments, and weekly articles. In order to discourage students from regularly attending class late or leaving early, opportunities to earn participation points will be announced at random (e.g. pop quizzes may be given at the beginning or end of class). Refer to the participation rubric for complete details.
- 6. **Skills Assistance:** By appointment or I will schedule time in the classroom to serve as a resource and will be available to work with individuals or small groups.
- 7. **Student Portfolio:** The Portfolio process will be a great benefit to you when you begin the job interview process. You will identify work produced in each course to demonstrate your knowledge, skills and behaviors that will benefit a prospective employer. The capstone project for HTHS 470 will be a good reference for explaining your knowledge of laws, ethical, moral issues or diversity facing the health professional.
- 8. **Time Commitment Necessary** to earn course credit.

<b>Tasks &amp; Time Allocation for this 3-Credit Hour Course</b>	
Tasks	Approximate Time
Participating in the scheduled in-class hours	Three 50-minute contact hours (150 minutes) each week (required)
Completing readings and related assignments	Approx. 2 hours per week = 30 hours over the term
Accessing and using additional resources as identified by the instructor and/or through student research	Approx. 20 hours over the term
Completing both non-graded and graded drafts and final writings	Approx. 2 hours per week = 30 hours over the term
Preparing for an oral presentation	Approx. 10 hours

- 9. **All Cell Phones, pagers and other electronic devices** will be turned off and packed away prior to coming to class. Talking or texting on a cell phone in class or leaving the room during class to talk on a phone will result in receiving a “0” for participation points for the day. Any *student using an electronic device for entertainment or communication will be asked to leave immediately* without the ability to make up the day’s work. Students may return/ make phone calls during their break.
- 10. **Professional dress is expected at all times** as this class is meant to prepare you for the workplace. If you would not wear something to a professional job, do not wear it to this class.

11. **No children are to be allowed in class.** If you have no option but to care for your child during class time, you must make prior arrangements to miss class and see your instructor for skills assistance. If you arrive with a child, you will be asked to leave.
12. **Leaving the classroom** during the class period (except for breaks) may cause a “0” for daily participation points. **PLAN AHEAD!** It is acceptable to bring in *covered* liquids to drink if there are no computers in the classroom, **but food is always prohibited.** Students may eat in the student lounge/cafeteria during break.
13. **Leaving the room during an exam** will result in an automatic “0” on the exam.
14. **Some work will be completed in class** in the Library or the computer lab so bring materials necessary to save your work, i.e. flash/jump drives.
15. **Missed class materials are the student’s responsibility.** Please get any information from the instructor or a fellow student. Schedule skills assistance time with the instructor as needed.
16. **Late assignments will not be accepted unless a valid excuse is provided (e.g. medical verification, death in family).** Just as in the workplace, timeliness is an expectation that should become your habit. In healthcare, someone’s life or the success of your company may depend on you meeting your goals.
17. **NO DISCRIMINATION will be allowed in the classroom.**

### **Grading**

Students will be graded in the following six categories. Each category is worth the following:

<b><u>Item Graded</u></b>	<b><u>Percent of Final Grade</u></b>	<b><u>Points</u></b>
IHI Open School Modules Q101-103 & Practicum	15%	100
<b><u>Project Identification and Documents</u></b>	20%	<b>350 (Total)</b>
• Project Charter		50
• Cause and Effect and/or Pareto Diagram		100
• PDSA Cycle		100
• Run Chart		100
Journal Reflections (3)	15%	150
Participation & Professionalism	10%	100
Practicum Summary Report	20%	150
Practicum Presentation	20%	150
<b>Total</b>	<b>100%</b>	<b>1000</b>

### **Grading Scale:**

<b>Percentage Grade</b>	<b>Letter Grade</b>	<b>Description</b>	<b>GPA Point Value</b>
90-100%	A	<b>Excellent</b> - Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.	4

85-89%	B+	<b>Very Good</b> - Performance of the student has been very good, though not at the highest level.	3.5
80-84%	B	<b>Good</b> - Performance of the student has been good, though not of the highest level.	3
75-79%	C+	<b>Satisfactory</b> - Performance of the student has been more than adequate, satisfactorily meeting the course requirements.	2.5
70-74%	C	<b>Fair</b> - Performance of the student has been acceptable, adequately meeting the course requirements.	2
65-69%	D+	<b>Poor</b> - Performance of the student has been poor, however, is passing and worthy of credit.	1.5
64% or less	F	<b>Failure</b> - Performance of the student failed to meet course requirements therefore <b>no</b> credit is earned.	0

### **Rubrics (Grading Tools)**

- Plagiarism will result in an automatic “F” for this paper and may result in an “F” for the course. In addition to your book, APA writing tips are available at the following URL.

[APA & Writing help @ owl.english.purdue.edu/owl/resource/560/04/](http://owl.english.purdue.edu/owl/resource/560/04/)

It is helpful to keep a shortcut to this link on your desktop for easy reference.

### **Format**

The body of all written assignments (with the exception of the journal) must be typed, double-spaced pages with 1 inch margins, and 12-point Ariel or Times New Roman font. Page 1 cover page, must include your name, the date, document and class title, time/day that class meets and the instructor’s name spelled correctly. **Note: this cover page format is required for any assignment to be accepted.**

- Pages 2-x body
- Last Page reference or works cited page –using APA format.
- Please send research paper drafts via email so that feedback can be provided using the track changes function on Microsoft Word. Rubrics will be provided for each major written assignment for grading.

### **Oral Presentations:**

- Each student will give a 10 to 15 minute PowerPoint presentation to the class. We must be respectful of the time of others. Exceeding the time limit will deduct from your final score.

□ Elements of presentation:

1. **Delivery** includes eye contact, appropriate facial expressions and gestures. Pitch and speed are varied appropriately. Voice quality is pleasing, smooth and clear. Enunciation is clear and free of mumbling or poor word formation
2. **Introduction** tells what you will cover, is attention getting and engages the audience.
3. **Content** is interesting, credible, easy to follow and the main facts are easily identifiable. Transitions are smooth.
4. **Conclusion** summarizes your information and restates the main point.
5. **Overall** follow directions, be aware of audience (poised) and use appropriate visual aids.

PARTICIPATION RUBRIC (CRITERIA)

Each area of participation is graded on a scale from 0 (lowest) through 10 (highest), using the criteria below. The criterion focuses on the behaviors that demonstrate your ability to be successful in this course. These behaviors or traits are also required for the successful healthcare professional. Additionally this allows students who demonstrate above average participation to receive more credit.						
	2.5 Superior	2 – Above Average	1 – Minimum Competency	0 - Deficient	Possible Score	My Score
<b>Promptness</b>	Prompt for class and remains for entire class period. Ready to work as class begins.	Prompt for class and remains until end but may not be completely organized prior to class start or packs up prior to end.	May begin or leave class <b>up to 2 minutes late</b> or early and is either unpacked or packed up inappropriately.	Is <b>more than 2 minutes</b> late or leaves more than 2 minutes prior to class dismissal, or walks out during class unexcused for personal business.	2.5	—
<b>Participation</b>	Actively participates & contributes without monopolizing class <b>90-100% of the time</b> . Asks questions, responds respectfully and applies information learned to group work. <b>Frequent</b> , energetic participation is <b>almost always voluntary</b> .	Actively participates & contributes without monopolizing class <b>80-90% of the time</b> . Asks questions, responds respectfully & applies information learned to group work. <b>Occasional</b> , energetic participation <b>must sometimes be invited</b> .	Actively participates & contributes without monopolizing class <b>70-80% of the time</b> . Asks questions, responds respectfully and applies information learned to group work. <b>Often hesitates to participate &amp; must be encouraged</b> .	Participates <b>less than 70% of the time</b> . Little or no active listening or contribution. Does not always respond respectfully or apply information learned to group work. <b>Rarely participates in class activities and or disrupts class</b> .	2.5	—

<b>Behavior</b>	Student <b>never</b> displays disruptive behavior ( <u>talking, texting, noisy, surfing web, rudeness</u> ) during class session.	Student <b>rarely</b> (>1x) displays disruptive behavior ( <u>talking, texting, noisy surfing web, rudeness</u> ) during class session.	Student <b>occasionally</b> (<2X) displays disruptive behavior ( <u>talking, texting, noisy, surfing web, rudeness</u> ) during class session.	Student <b>frequently</b> (< 3x) displays disruptive behavior ( <u>talking, texting, noisy, surfing web, rudeness</u> ) during class.	2.5	—
<b>Preparation</b>	Student is <b>completely</b> prepared for class with assignments, required class materials. Has all materials ready for class to begin and is logged on if required.	Student is <b>mostly</b> prepared for class with assignments and required class materials but is still shuffling through some materials as class begins.	Student is <b>minimally</b> prepared for class with assignments and required class materials. May have to question others and still has to organize materials and or logon after class begins.	Student is <b>not</b> prepared for class with assignments and required class materials.	2.5	—
<b>Total</b>	Additional points may be deducted at the end of the from final semester grade if students ignore professionalism standards.				10	—

## **Homework**

Homework is assigned on a regular basis. Written assignments are scheduled on the course tracking calendar. The assignment listed for each week is due by the start of next week's class. Students will receive a copy of the tracking calendar on the first day of class. Contact the instructor for additional copies if necessary. Specific instructions for homework assignments will be given at each class, therefore attendance is extremely important.

**Homework assignments are to be typed and emailed by the beginning of the following weeks' class period.** They should be in Microsoft word and follow the cover page format referenced in the research section under FORMAT on page 5. Homework assignments that are not received by 1630 on the day of class are considered late. Similar to the real world workplace, any homework assignments received late will earn **no credit** (0 points). The purpose of homework is to prepare students for next week's class and unit exams and to learn professional work habits.

All complete and on time homework assignments will receive 100% value (either 5 or 10 points). Partially complete homework will receive 50% of the point value.

<b>Homework Submitted</b>	<b>Complete</b>	<b>Partially Completed*</b>	<b>Incomplete</b>
<b>On time</b> At the beginning of each class	100%	50%	0%
<b>Late</b> after the beginning of each class	0%	0%	0%

\*Partially completed is defined as failing to answer half (50%) of the assignment and failing to provide complete responses to questions.

## **Portfolio Development Day**

Each term, Bryant & Stratton College will hold a series of Portfolio Development Day seminars to support the portfolio development process that takes place throughout your experience at the college. Classes, with the exception of nursing clinicals, will be suspended on Portfolio Development Day, and students enrolled in specific courses (COMM 150, SOSC 102, PHIL 250, CMSM 001, and XXXX 270) will attend sessions on that day designed to assist them in developing their own portfolios. Students are required to attend four Portfolio Day seminars prior to graduation. You will take your portfolio when you go for interviews.

## **Special Accommodations**

Under the guidelines of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), the college is required to provide reasonable accommodations to students with disabilities. Reasonable accommodations will be provided for qualified students with disabilities. If you have a diagnosed learning disability that might affect your performance in this class, and you would like to request special accommodations, you should provide documentation to the campus ADA officer and meet with him or her at the beginning of each term. The ADA officer will review students' needs to determine the appropriate course of action. This information will be kept confidential, with the exception of the relevant instructors.

**The ADA coordinator at the Milwaukee campus is Melodie Fox and can be contacted at: (414) 276-7239 X 289 or at [mjfox@bryantstratton.edu](mailto:mjfox@bryantstratton.edu)**

## Practicum and Capstone Project HTHS 470

### Contract <Acknowledgement statement>

The purpose of this document is to confirm that the student:

\_\_\_\_\_ received a copy of both the system and supplemental syllabi and tracking calendar. I have thoroughly reviewed the contents and expectations of the syllabi and tracking calendar with the students of HTHS 470 and agree with the policies and procedures of Bryant and Stratton College and the HTHS 470 course instructor for the enrolled term. In doing so, I, the student will comply with both syllabi.

Student Signature \_\_\_\_\_

Instructor \_\_\_\_\_

Date \_\_\_\_\_

Please submit this signed document to your instructor on the first day of class.

# BRYANT & STRATTON COLLEGE

## Supplement to Course Syllabus

**COURSE: HTHS 310 HEALTHCARE INFORMATION SYSTEMS MANAGEMENT**

**INSTRUCTOR: G. Boakai Paasewe, MD, MBA**

**Phone number: 414-552-6734**

**Email: bpaasewe@bryantstratton.edu**

**TERM: Fall 2013**

**DAYS/TIME: Thursdays: 6:00pm–8:45pm Room 17 West Campus**

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Welcome to Healthcare Information Systems Management!

**I am very excited to be working with you toward success in your healthcare careers, by providing you with an exciting opportunity to explore the exciting world of Healthcare Management!**

### Instructor Bio:

#### Instructor Bio:

I am G. Boakai Paasewe and I have worked in the health industry for more than 15 years.

I earned my bachelor of science in Chemistry and my medical degree from the University of Liberia. I worked as a dialysis technician preceptor for 5 years. I also served as a teaching assistant at the A.M. Dogliotti College of medicine. Quite recently before my return to the USA, I served as Dean of the School of health science, Bomi Community College where I worked along with the academic committee to revise the Nursing School curriculum to reflect present day realities. I also worked as a project manager for Clinton Health Access Initiatives (formerly Clinton Foundation). I am looking forward to working with you to achieve the course objectives in a student friendly environment

As healthcare professionals you will be challenged to provide quality outcomes. We will use various learning techniques in this class which will assist you in understanding and retaining necessary information. You will also work together performing various case studies in order to increase the skills and knowledge necessary for success in the real workplace. Skills can be taught but you choose your attitude. Your active participation through written assignments, class participation, hands-on activities, and laboratory procedures will help you to learn not only the course material but how to function most effectively in a dynamic healthcare environment. The more you put into your educational experience, the more you will achieve.

**Please feel free to contact me if you need assistance or have concerns during the course of this class. Good luck!**

### Course Description

This course provides an overview of the information systems used in the health care industry and establishes a framework for understanding the administration and delivery of health services using information systems. This course examines the use of technology in warehousing and mining health care data, communicating health care data, and safeguarding health care data, including discussion of electronic health records. This course explores the issues, benefits, and challenges of health care information systems as well as the future of health information management systems.

#### Diagnostic Assessment

A non-graded diagnostic assessment is provided at the beginning and end of the course to discover your level of knowledge in order to guide you toward successful completion of course requirements.

### Course Outcomes and Objectives

**Upon completion of this course, students will be able to:**

1. Examine the history of health care information systems to demonstrate an understanding of current trends.
2. Articulate the purpose and effectiveness of different the types of health care information systems.
3. Analyze the roles, responsibilities, and accountabilities of information technology personnel.
4. Propose a health information system using appropriate strategies and methods.
5. Evaluate the hardware, software, and network components of a health care information system for implementation.

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6. Examine the transformation of data to information and then to knowledge and demonstrate knowledge management.
7. Describe the types of communication technologies used in health care information systems for appropriate effective applications.
8. Analyze an electronic health record, list its advantages and disadvantages, and review the challenges of implementing electronic health records for possible solutions.
9. Identify ways in which health care data can be both compromised and secured.
10. Examine the issues of confidentiality, ethics, and governmental regulation and influence as they relate to safeguarding health care information.
11. Employ processes for evaluating health care information system investments.
12. Analyze the advantages and barriers of evolving and emerging health care information systems.
13. Research information management systems to evaluate and select technologies appropriate to a particular healthcare setting.

### **Critical Skills Addressed in this Course**

1. Employ information literacy skills through the effective use of technology and information resources to accomplish a goal.
2. Pursue new learning opportunities within their community and career for personal and professional growth.
3. Develop thinking processes and utilize learning strategies to understand their metacognitive abilities.
4. Transfer knowledge from life lessons and formal instruction to new situations as evidence of relational learning.
5. Demonstrate proficient communication (written and oral) skills as required in the workplace.

### **Required Text and Media**

TODAY'S HEALTH INFORMATION MANAGEMENT: AN INTEGRATED APPROACH second edition BY Dana C. Mcway, JD, RHIA  
ISBN: 10:1-1336-0268

### **Website resources useful for this course:**

The Health Mangers Website: <http://www.who.int/management/en/>

Eldis Health Services Management - <http://www.eldis.org/index.cfm?objectId=23545925-DC27-1F8B-76A1D19A8C11FC10>

Management Sciences for Health: <http://www.msh.org/>

American College of Health Care Executives: <http://www.ache.org/>

Medical Group Management Association: <http://www.mgma.com/>

Healthcare financial management association: <http://www.hfma.org/>

American College of Health Care Administrators: <http://www.achca.org/>

American Health Information Management Association: [www.ahima.org](http://www.ahima.org)

American Hospital Association: [http://www.aha.org/aha\\_app/index.jsp](http://www.aha.org/aha_app/index.jsp)

### **Available Resources**

The Bryant & Stratton College *APA Style Guide* – Copies are available in the Library and on the campus Library Portal. Do not remove copies from Library without permission.

The Libraries (both campus-based and virtual) will be valuable sources for research (books, periodicals, web-based resources). The campus librarian(s) and the online 24/7 reference librarians (available through QuestionPoint™) will be invaluable resources for research help.

Students also have access to SMARTHINKING, a resource that offers live online tutoring and writing lab. <http://www.smarthinking.com/>

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Additionally, the Learning Center on campus is a valuable source for both face-to-face and computer-aided tutoring in a number of specific areas that can impact success in this course.

## Course Requirements

1. **Respect** yourself, your classmates, your instructor and Bryant & Stratton College policy. Courtesy is expected at all times with respect for culture, age, race and gender. All students have the right to an environment free of misconduct.
2. **Profanity:** *There is zero tolerance for profanity in this course this means NO swearing or crude language. In the healthcare workplace, profanity is considered to be a type of harassment. Violation will result in removal from class resulting in a "0" for the day and no make-up quizzes or tests.*
3. **Academic Honesty and Plagiarism:** The intent of this course is to think and to implement lifelong learning not to cut and paste the work of others without providing proper credit. **Any form of cheating will not be tolerated.** Your work will be analyzed for content originality and must represent your own words or ideas. All relevant sources must be cited and you must make clear the extent to which those sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication originates from an identifiable source. **Plagiarism is a serious academic offense which could result in failure or dismissal**, and occurs when a student uses another person's ideas or words without giving appropriate credit to the source of that material. Any fact, idea, summary, paraphrase, or quotation that is borrowed from another person's work and included in your paper must be documented through proper citation and referencing. Your work is to be written **in your own words**. Information that is directly quoted from source material must be set off with quotation marks and cited appropriately.
4. Bryant & Stratton College believes regular class attendance is necessary for you to receive the maximum benefit from your education, as well as to develop the professional work habits and attitudes highly valued by the professional community. Regular attendance and participation will help you stay on top of learning experiences that will help you to successfully complete your coursework and attain your degree.

### **Important Things to Know About Attendance:**

Attendance is taken at all academically-related activities including class and labs and is part of your permanent record.

-It is your responsibility to contact your instructor to make arrangements for any material or work being missed due to your absence.

**-If you cumulatively miss three weeks' worth of class time in one class, you will need to see your instructor or academic advisor to pick up and complete a Status Update and Learning Contract form to be signed by you and your instructor. These may be updated or replaced should additional absences impact your performance in class.**

-If you miss 14 consecutive days across all of your classes (including holidays and weekends), Bryant & Stratton College is required to drop you from all of your courses for that term which will result in a W (withdrawal) or a WF (withdrawal at a failing level) on your transcript for each course. **Prior to missing 14 consecutive days, you must meet with your academic advisor to discuss your situation and options, as once you are dropped, there is no appeal process.**

-Students are required to sign the attendance sheet at each class meeting.

5. **Class Participation is Required:** Participation points are earned on a weekly basis. In addition to active participation, points will be available in various forms including case studies, web assignments and role playing exercises. In order to discourage students from regularly attending class late or leaving early, opportunities to earn participation points will be announced at random (e.g. quizzes may be given at the beginning or end of class). Refer to the participation rubric for complete details.
6. **Skills Assistance:** The 30 minutes before the class session is a time to work on assignments. I will be in the classroom to serve as a resource and will be available to work with individuals or small groups.
7. **Student Portfolio:** The Portfolio process will be a great benefit to you when you begin the job interview process. You will identify work produced in each course to demonstrate your knowledge, skills and behaviors that will benefit a prospective employer.
8. **Time Commitment Necessary:** Bryant & Stratton subscribes to the common academic philosophy that a minimum of double the time spent in class should be spent in study and research to achieve optimum results. This is a 3 credit hour course, so for each 3 hours in class you should be spending at least 6 hours reading, understanding case studies and completing your research paper. The expectation for college level study is that it goes well beyond the classroom.

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9. **All Cell Phones, pagers and other electronic devices** will be turned off and packed away prior to coming to class. Talking or texting on a cell phone in class or leaving the room during class to talk on a phone will result in receiving a "0" for participation points for the day (except in a situation that is discussed with the instructor prior to class starting). Any **student using an electronic device for entertainment or communication will be asked to leave immediately** without the ability to make up the day's work. Students may return/ make phone calls during their break.
10. **Professional Dress is expected at all times** as this class is meant to prepare you for the workplace.
11. **No children are to be allowed in class.** If you have no option but to care for your child during class time, you must make prior arrangements to miss class and see your instructor for skills assistance. If you arrive with a child, you will be asked to leave.
12. **Missed class materials are the student's responsibility.** Please get any information from the instructor or a fellow student.
13. **Late assignments will not be accepted.** Just as in the workplace, timeliness is an expectation that should become your habit. In healthcare, someone's life or the success of your company may depend on you meeting your goals.

### Homework

Homework is assigned on a regular basis. Written assignments are scheduled on the course tracking calendar. Contact the instructor for additional copies if necessary. Specific instructions for homework assignments will be given at each class, therefore attendance is extremely important.

**Homework assignments are to be completed by the end of the following weeks' class period.**

Homework assignments that are not received on the day of class are considered late. Similar to the real world workplace, any homework assignments received late will earn **no credit** (0 points). The purpose of homework is to prepare students for discussion of the next week's class, unit exams and to learn professional work habits.

All complete and on time homework assignments will receive 100% value.

Partially complete homework will receive 50% of the point value.

\*Partially completed is defined as failing to answer half (50%) of the assignment and failing to provide complete responses to questions.

### Grading

Students will be graded in a variety of categories. Each category is worth the following:

Item Graded	Percent of Final Grade	Points
Homework	5%	50
Case Studies, Technology, Current events & Research Briefs	10%	100
Quizzes	15%	150
Midterm	20%	200
Final Exam (Cumulative)	20%	200
Research Project/paper	25%	250
Participation	5%	50
<b>Total</b>	<b>100%</b>	<b>1000</b>

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## Grading Details

Percentage Grade	Letter Grade	Description	GPA Point Value
90-100%	A	<b>Excellent</b> - Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.	4.0
85-89%	B+	<b>Very Good</b> - Performance of the student has been very good, though not at the highest level.	3.5
80-84%	B	<b>Good</b> - Performance of the student has been good, though not of the highest level.	3.0
75-79%	C+	<b>Satisfactory</b> - Performance of the student has been more than adequate, satisfactorily meeting the course requirements.	2.5
70-74%	C	<b>Fair</b> - Performance of the student has been acceptable, adequately meeting the course requirements.	2.0
65-69%	D+	<b>Poor</b> - Performance of the student has been poor, however, is passing and worthy of credit.	1.5
64% or less	F	<b>Failure</b> - Performance of the student failed to meet course requirements therefore <b>no</b> credit is earned.	0

**One-on-One Progress Grade Reports and discussions:** Before the course ends four grade reports are expected to be given to students per semester. The meetings will occur at roughly **4 weeks**, **8 weeks** (midterm), **12 weeks** and at **15 weeks** (Final) grade. At that time you will be asked to sign that we discussed your progress to date in the course

## Homework

Questions at the end of each chapter or worksheets will be assigned each week and are due by the end of the next class period.

## Case Studies, Technology, case study presentation & Research Briefs

Case studies are widely used as learning devices in the education of health care managers and administrators. Case studies are taken from health care management situations and experiences in the real world and are written for students of management to analyze and resolve. They require the student to think, reason, develop critical thinking skills and analytic skills, identify underlying causes of problems, use creative abilities, make decisions and deal with personality conflicts and change.

## Case Study Presentation

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You will work in teams of 2-3 classmates and present one of the Case Studies to your classmates. A detailed Rubric will be handed out later in the class.

### Quizzes

A series of announced quizzes will be given on assigned reading and lecture materials. If for any reason, you are not present during the class period a quiz is given, you must complete the quiz by the end of the next class.

**Failure to make up the quiz within this time period will result in a zero.**

### Exams

There will be a Comprehensive Final Exam. Specific information on the final exam will be provided separately. If for any reason, you are not present during the class period an exam is given, you must complete the exam by the end of the next class. **Failure to complete tests will result in an incomplete.** Exams will consist of multiple choice, matching, true/false and short answer.

### Research Paper

You will complete a Research Paper on The Selection of a Health Management Information System. A separate grading rubric will be provided.

### Participation and Attendance:

Is an accumulation of points earned from participation in class. Regular class attendance and actively participating in this class will help you achieve the maximum benefit from your education and development professional work habits. Participation points are earned on a weekly basis and are dependent on the amount of active participation during the class (see Participation Rubric).

### Rubrics (Grading Tools)

#### Health Care Information Management Case Studies

Case studies are widely used as learning devices in the education of health care managers and administrators. Case studies are taken from health care management situations and experiences in the real world and are written for students of management to analyze and resolve. They require the student to think, reason, develop critical thinking skills and analytic skills, identify underlying causes of problems, use creative abilities, make decisions and deal with personality conflicts and change. You are expected to work in teams and to use the following guidelines for case studies.

- Read the case carefully several times. Become absorbed in the situation in such a way that you see yourself intimately involved with the personalities, problems and conflicts.
- Decide what role you wish to play: the chief administrator in the case who must deal with the matter; or an outside management consultant who has been called in to advise top management on what to do.
- Determine what the major problem is -- the real problem.
- Identify secondary and other problems.
- Analyze the factors behind the major and secondary problems. Apply reasoning to how and why the problems developed. Always answer the question *WHY?*
- Decide what actions you would take. Prepare a written report of the case using the following format.

1. **Background statement**

What is going on in this case? What are the key points? Summarize the scenario in your own words without rewriting the case. Briefly describe the organization, setting, situation, who is involved, who decides what, etc.

2. **Identify your role**

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In a sentence or short paragraph, declare whether you are the chief administrator in the case or an outside consultant called in to advise.

Regardless of your choice you MUST justify in writing WHY you chose that role. What are the advantages and disadvantages of each role? Be specific.

### 3. **Identification of diversity issues and their impact in this case**

How do matters of race, color, ethnicity, gender, sexual orientation, age, national origin, religion, and/or disability appear in this case and what impact might they have on this case? Be sure to include diversity issues in each section of the case study, identifying how they relate to **Major problems and secondary issues, Organizational strengths and weaknesses, Alternatives and Resolutions, and Evaluation.**

### 4. **Major problems and secondary issue**

Specifically identify the major and secondary problems. What are the real issues? What are the differences? Can secondary issues become major problems? Analyze the causes and effect. What is your analysis of the case? While we only know what the case tells us, we need to think about underlying motivators while we read. Fully explain your reasoning.

### 5. **Organizational strengths and weaknesses**

What are their strengths and weaknesses? How are they positioned in the marketplace? What strengths do they bring to the situation? What weaknesses do they need to address? This section can mirror, but should not be identical to the previous section.

### 6. **Alternatives and Resolution**

What alternatives do they have available to them? This is where you are being asked to “think outside of the box”. Were there possibilities not suggested by the text? What feasible strategies would you recommend? What are the pros and cons? The best choice may not be affordable; as managers we have to “satisfice” and make the best choice available at that time. State what should be done--why, how, and by whom. Specify the actions, steps and recommendations.

### 7. **Evaluation**

How will you know when you’ve gotten there? There must be measurable goals put in place with the recommendations. If you want to increase satisfaction, how will you measure it? Money is easiest to measure; what else can be measured? What evaluation plan would you have them put in place to enable them to assess if they are reaching their goals?

I recommend that you select a team leader and a team recorder, although all should take notes. You will decide how to divide up the tasks to be accomplished. You will be discussing this in a group, then writing up your designated sections individually. I expect to see written responses to the aforementioned questions. I expect the written, typed case studies to be a minimum of 5 pages long. I expect you to indicate who had responsibility for different tasks/sections on the written materials that are handed in.

Teams will present their findings in no more than ten (10) minutes to the rest of the class on the date that it is due to be handed in. You will be given individual grades for your designated sections and a group grade for the case study as a whole. I will be grading you on your individual sections; your classmates will be providing your group grade based the quality of your oral presentation. Additionally, you will be grading each other's efforts and teamwork within your own group. Those assessments will be entered as separate grades for each individual team member. Copies of forms to be utilized for each of these (individual sections, group presentation, and teamwork) will be distributed and are included in this syllabus.

### **Research Paper**

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- You are required to research and write a paper on a legal question or dilemma in current health care systems.** I will assign one topic to each student at the beginning of the semester based upon your area of interest.
- You are expected to take a position on an issue and support your position with research, including laws related to the issue and any ethical or moral issues that may arise from the position you are taking.
- Also discuss the benefits and/ adverse consequences of your position.
- Plagiarism will result in an automatic “F” for this paper and may result in an “F” for the course. In addition to your book, APA writing tips are available at the following URL.  
[APA & Writing help @ owl.english.purdue.edu/owl/resource/560/04/](http://owl.english.purdue.edu/owl/resource/560/04/)  
It is helpful to keep a shortcut to this link on your desktop for easy reference.

### Format

The body of the paper will be at least 6 typed, double-spaced pages with 1 inch margins, and 12-point Ariel or Times New Roman font. The research paper should be organized in the following manner:

- Page 1 cover page, must include your name, the date, document and class title, time/day that class meets and the instructor’s name spelled correctly. **Note: This cover page format is required for any assignment to be accepted.**
- Pages 2-7 research paper
- Page 8 reference or works cited page – minimum of 4 references using APA format.
- Please send research paper drafts via email so that feedback can be provided using the track changes function on Microsoft Word. Points are based on the following rubric for research paper grading:

## BRYANT & STRATTON COLLEGE

<b>Research Paper Grading</b>			
<b>Category</b>	<b>In Progress</b>	<b>Acceptable</b>	<b>Excellent</b>
<b>Level of information, research/ sources</b>	0-2 references with some source information documented- contains errors or missing documentation. 0-10	3 reputable and current (>2000) references with few documentation errors. 18	Student researched at least 4 current references from peer reviewed research, government or other respected web sites. 25
<b>Opposing arguments</b>	Student fails to provide opposing arguments or argument is not convincing for selected topic. 0-6	Student provides 1-2 convincing opposing arguments for selected topic. 13	Student provides 2 or more convincing opposing arguments for selected topic. 20
<b>Organization</b>	Organization of the paper is confusing to the reader and fails to contribute to a reader's understanding of the subject. 0-10	Information is generally organized but paragraphs may need better construction. 18	Information is very well organized with well-constructed paragraphs and subheadings, which contribute to a reader's understanding of the subject (paper flows very well). 25
<b>Length of paper</b>	Paper is less than 4 pages long. 0-6	Paper is 4 to 6 fully typed pages (No gaps/ spaces). 12	Paper is 6-7 fully types pages (No gaps/ spaces). 20
<b>Mechanics and APA format</b>	There are 6 or more APA errors, including citations and references. 0-6	There are fewer than 4 APA errors, including proper citations and references and up to 4 grammatical, punctuation or spelling errors. 13	Paper conforms to APA format, including correctly cited citations and references. No documentation errors and no grammatical, spelling or punctuation errors. 20
<b>Application of current health care system issues</b>	Less than 30% or no direct analysis related to current healthcare issues or laws. 0-6	At least 30% of the analysis is related directly to course work and readings and 1 comparable law is mentioned. 13	At least one-half of the analysis is related directly to current health care system issues and at least 2 comparable laws are mentioned. 20
<b>Writer's opinion based on facts</b>	Less than 15% is student's opinion or no logical conclusion. 0-6	15% of the paper is the student's opinion and conclusion is based on facts. 13	At least 20% of the paper is based off the student's opinions of presented research. 20
<b>Total</b>	50	100	150

**BRYANT & STRATTON COLLEGE**

**Oral Presentation Grading**

<b>Criterion</b>	<b>Possible Points</b>	<b>Total points</b>
Cover slide and Agenda used and objectives of presentation explained	8	
Explain how topic fits into healthcare	6	
Professional, engaging introduction, topic interesting & easy to follow, credible with smooth transitions & credible conclusion	8	
For groups, participation of each group member	6	
2 current laws incorporated	6	
3 health care system issues incorporated	6	
How does subject affect patients and medical staff?	6	
What are ways to increase awareness on the subject or ways healthcare professionals can address it?	6	
For groups, an opinion regarding topic from each member of group with balanced presentation of any opposing arguments	8	
Program is free of grammatical errors, stammering or repeated "ahs"	8	
PowerPoint and references submitted to instructor in proper APA format	8	
10-15 slides excluding cover and references	8	
Additional communication tools or techniques used in addition to PowerPoint	8	
10-15 minutes – exceeding or going below time limit deducts from score	8	
<b>Total Score</b>	<b>100</b>	<b>x/100</b>

# BRYANT & STRATTON COLLEGE

## Group Oral Presentation:

- Each student will participate in a group presentation relating to the outcomes of this course to assist you in successful performance in the workplace. Being an educated and professional presenter will give you a great advantage in your job. Successful leaders must be able to distill and communicate information in order to achieve results.
- This presentation will be 10 to 15 minutes using any media or handouts that you see fit. Creativity is a plus. Your audience needs to understand and remember your information in order to use it.
- You will pick a topic related to diversity (cultural or related to stages of the life cycle), confidentiality or teams and teamwork. Interviewing a professional on one of these topics will earn you **10 extra credit points**.
  - The entire group must participate in that interview.
  - You must submit a business card and brief summary of the person's responsibility in the organization.
  - You will also send a thank you note to your host that has been reviewed by your instructor and signed by the entire group.
- A maximum of 100 points will be awarded for presentations however the score is for the entire group, so you need to work together.
- Elements of presentation are as stated below.

## Oral Presentation of the Research Paper:

- Each student will give a 10 to 15 minute PowerPoint presentation to the class. We must be respectful of the time of others. Exceeding the time limit will deduct from your final score.
- Your individual power point presentation will be used to assist you with the completion of your final paper because it will be based on your research paper outline.
- A maximum of 100 points will be awarded for presentations
- Elements of presentation:
  1. **Delivery** includes eye contact, appropriate facial expressions and gestures. Pitch and speed are varied appropriately. Voice quality is pleasing, smooth and clear. Enunciation is clear and free of mumbling or poor word formation
  2. **Introduction** tells what you will cover, is attention getting and engages the audience.
  3. **Content** is interesting, credible, easy to follow and the main facts are easily identifiable. Transitions are smooth.
  4. **Conclusion** summarizes your information and restates the main point.
  5. **Overall** follow directions, be aware of audience (poised) and use appropriate visual aids.

## Ethics of Long Term Care

There are 10 principles that can be identified specific to geriatrics and long term care. They are as follows:

1. Beneficence – doing for the good of the patient and what is medically helpful
  2. Non-maleficence – avoiding harm
  3. Futility of treatment – treatment consistent with the goals (realistic) of the patient
  4. Confidentiality
  5. Autonomy and informed consent – self-determination
  6. Physician/Patient relationship
  7. Honesty – about the patient's condition and outcome
  8. Justice – distribution of resources in an equitable manner
  9. Non-abandonment – physicians cannot abandon the patient after treatment
  10. Limited resources – reality that resources for care are limited and decisions of allocation must be made.
- <http://www.annalsoflongtermcare.com/content/10-ethical-principles-geriatrics-and-long-term-care>

Discuss three (3) of the topics in essay format as described.

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The content of the paper should follow the following guidelines

- You are required to research and write an essay on a legal question or dilemma in current health care systems on the topic assigned.**

## BRYANT & STRATTON COLLEGE

- You are expected to take a position on an issue and support your position with research, including laws related to the issue and any ethical or moral issues that may arise from the position you are taking.
- Also discuss the benefits and/ adverse consequences of your position.
- Plagiarism will result in an automatic “F” for this paper and may result in an “F” for the course. In addition to your book, APA writing tips are available at the following URL.  
[APA & Writing help @ owl.english.purdue.edu/owl/resource/560/04/](http://owl.english.purdue.edu/owl/resource/560/04/)  
It is helpful to keep a shortcut to this link on your desktop for easy reference.

### Format

The body of the paper will be at least 2 typed, double-spaced pages with 1 inch margins, and 12-point Ariel or Times New Roman font. The essay should be organized in the following manner:

- Page 1 cover page, must include your name, the date, document and class title, time/day that class meets and the instructor’s name spelled correctly. **Note: this cover page format is required for any assignment to be accepted.**
- Page 4 reference or works cited page – minimum of 4 references using APA format.
- Please send research paper drafts via email so that feedback can be provided using the track changes function on Microsoft Word. Points are based on the following rubric for research paper grading:

**BRYANT & STRATTON COLLEGE**  
**HTHS 310 HEALTHCARE INFORMATION SYSTEMS MANAGEMENT Contract**

The purpose of this document is to confirm that the student:

\_\_\_\_\_ received a copy of both the system and supplemental syllabi, thoroughly reviewed and agree with the policies and procedures of Bryant and Stratton College and the HTHS 310 course instructor for the enrolled term. In doing so, the student will comply with both syllabi.

Student Signature\_\_\_\_\_

Instructor\_\_\_\_\_

Date\_\_\_\_\_

Please submit this signed document to your instructor on the first day of class.



**Health Services Administration**

**Bachelor of Science Degree**

**8 semesters**

**Campus Program #**

The Bachelor of Science in Health Services Administration program is designed to prepare graduates for entry-level and assistant management positions in medical settings such as hospitals, clinics, nursing care facilities, doctors' offices, and insurance companies. Health services administrators are often responsible for creating and implementing policy and procedures, hiring and supervising staff, controlling finances, ordering supplies, and coordinating plans and activities with those of other health care managers.

The central focus of the program is to provide a comprehensive base in health-related knowledge and concepts and as well as the management of health services and facilities, with emphases on finance, legal aspects in healthcare, disaster planning and management, and information systems. The Bachelor of Science in Health Services Administration program prepares students to excel in decision-making skills, critical thinking, and small group communications.

Research opportunities and field experiences offer students insight into real-world applications of the information and skills they learn in class and help students prepare to successfully transition into a health care administration or management career.

**Graduates of the Bachelor of Science in Health Services**

**Graduates of the Health Services Administration Bachelor of Science program will be able to:**

- Analyze and apply contemporary knowledge and skill sets to work effectively in a managerial capacity in a health services setting.
- Utilize effective skills in financial planning, long-term care management, human resource development, public safety, and emergency disaster planning in health service administration.
- Evaluate and apply leadership skills.
- Use legal and ethical principles to analyze and apply management practices of health care organizations and delivery of patient care.
- Research information management systems to evaluate and select technologies appropriate to a particular healthcare setting.
- Employ information literacy skills through the effective use of technology and information resources to accomplish a goal.
- Pursue new learning opportunities within the community and career for personal and professional growth.
- Develop thinking processes and utilize learning strategies to understand their metacognitive abilities.
- Transfer knowledge from life lessons and formal instruction to new situations as evidence of relational learning.
- Demonstrate proficient mathematic and communication (written and oral) skills as required in the workplace.

Health Services Administration  
 Bachelor of Science Degree  
 8 semesters



Major Requirements	Course Name	Amounts of Credit Earned
ACCT110	Accounting I	3
AHLT100	Medical Terminology	3
AHLT111	Introduction to Healthcare	3
AHLT120	Anatomy and Physiology I	3
AHLT125	Anatomy and Physiology II	3
AHLT235	Healthcare Reimbursement/Billing Emphasis	3
AHLT245	Medical Office Procedures/Electronic Records	3
BUSS410	Performance Management	3
HTHS270	Internship/Capstone Experience	3
HTHS301	Health Services Management I	3
HTHS302	Health Services Management II	3
HTHS305	Legal Aspects of Healthcare Management	3
HTHS310	Healthcare Information Systems Management	3
HTHS315	Healthcare Finance & Accounting Management	3
HTHS400	Disaster Planning & Management	3
HTHS405	Long Term Care Management	3
HTHS410	Health Research Methods	3
HTHS470	Practicum and Capstone Project	3
<b>Total Major Credits</b>		<b>54</b>

**Health Services Administration  
Bachelor of Science Degree  
8 semesters**



<b>Liberal Arts Requirements</b>	<b>Course Name</b>	<b>Amount of Credit Earned</b>
COMM150	Introduction to Information Literacy	3
COMM201	Public Speaking and Rhetorical Persuasion	3
ENGL101	Research and Writing I	3
ENGL250	Research and Writing II	3
ENGL305	Research and Writing III	3
ECON220	Macroeconomics	3
MATH103	Survey of Mathematics	3
MATH309	Statistics	3
PHIL250	Practices in Analytic Reasoning and Critical Thinking	3
PHIL310	Logic & Reasoning	3
PSYC101	Principles of Psychology	3
PSYC310	Organizational Psychology	3
SOSC102	Principles of Sociology	3
SOSC301	Interpersonal Relations and Group Dynamics	3
	Arts and Humanities electives	9
	Social Science electives	6
<b>Total General Credits</b>		<b>57</b>
<b>Open Electives</b>		<b>9</b>

**Total Credit Hours Required for Graduation**

**120**



**Health Services Administration Program**

**Internship Task List**

**Human Resources (Day 1)**

- Orientation
- System overview
- Become familiar with the job descriptions and leadership responsibilities of Department Heads
- Become familiar with organization policy & procedure manual and/or HR policy & procedures

**General Management / Human Resources**

- Observe company/staff meetings
- Pull and file patient or employee files
- Sort, pull, & file paperwork accurately
- Properly document all actions
- Perform basic clerical functions, e.g., process & distribute mail, fax, photocopy, handle calls with proper telephone etiquette/protocols
- Prepare and process correspondence
- Support office operations using available technology
- Schedule meetings
- Perform data entry & other duties as assigned
- Administrative filing, scanning, data entry
- Assist with basic human resource functions
- Assist with basic accounting functions
- Develop databases
- Develop spreadsheets
- Develop correspondence and process documents
- Overview of Government Relations (if applicable)
- Discuss complaint investigation procedures
- Overview of license survey process (if applicable)

**Administrative Duties**

- Perform basic administrative functions
- Schedule, coordinate and monitor appointments
- Perform procedural and diagnostic coding

**Financial/Business Office**

- Overview of department functions
- Apply bookkeeping principles
- Assist with account payable/receivable duties

**Medical Records (if applicable)**

- Overview of contents
- Filing system
- Retention of records
- Update (electronic) medical records

**Patient/Resident Activities (if applicable)**

- Checking physician orders
- Scheduling events
- Coordination with different departments
- Assisting with activities
- Working with the Resident Council
- Assisting with religious services
- Community activity resources
- Evaluation of program

**Dietary (if applicable)**

- Overview of regulations
- Menus and records
- Purchasing, receiving, storage
- Food preparation and serving
- Sanitation

**Professionalism**

- Display a professional manner and image at all times
- Demonstrate initiative, dependability and responsibility
- Contribute as a member of the health care management team
- Prioritize and perform multiple tasks
- Display flexibility and adapt to change
- Treat all customers with compassion and empathy
- Practice positive public relations
- Utilize active listening, giving full attention, understanding points being made, and asking appropriate questions
- Apply time management and prioritize work; complete daily tasks on time
- Perform within legal and ethical boundaries
- Display knowledge of structure & content of the English language including composition/grammar

**Communication Skills**

- Recognize and respect cultural diversity
- Adapt communications to the individual's ability to understand
- Demonstrate professional telephone techniques
- Recognize and respond effectively to verbal, nonverbal and written communications
- Use medical terminology appropriately
- Utilize electronic technology to receive, organize, prioritize and transmit information in a confidential manner

**Legal Concepts**

- Maintain HIPAA requirements in the office setting
- Discuss ethics and malpractice
- Perform within legal and ethical boundaries
- Prepare and maintain medical or employee records
- Accurately document information
- Follow established policies dealing with the health care contract
- Comply with established risk management and safety procedures

**Instruction**

- Instruct individuals according to their needs
- Explain office policies and procedures
- Teach methods of health promotion and disease prevention

**Operational Functions**

- Perform inventory of supplies and equipment
- Perform routine maintenance of administrative and clinical equipment
- Apply computer techniques to support office operations



Dear Employer,

Bryant & Stratton College seeks to partner with your organization to assist in achieving the highest level of success possible. We have students who are in their final semester and are working towards a Bachelor Degree in Health Services Administration and would like to volunteer their time to assist your organization. The amount of time they volunteer fulfills an internship requirement needed to graduate from Bryant & Stratton College. Our students will be able to gain valuable experience with no cost to your organization.

Our college requires all graduates to complete a Capstone experience prior to graduation. A Capstone program is an ideal partnership between the academic and business communities, giving students on-the-job work experience, while allowing employers to meet their staffing needs. In order to successfully complete their Capstone, students need to identify an issue and commit to a service project involving research and ideas for improvement which will be presented or implemented on site and formally presented for college program administration.

Hosting a student for a Capstone project is a win-win situation for both the employer and the student. The student receives invaluable networking and hands on experience and your organization benefits from the work completed. It is expected that students will spend 90 hours in a combination of research and onsite support for this project. Our students will work closely with you and their instructors to make sure their program outcomes and your business needs are met.

**Employer Benefits Include:**

- A cost-effective way of hiring potential employees
- The presence of enthusiastic student-employees with fresh ideas and knowledge of the latest technology and techniques
- The opportunity to assess potential graduates without making a long-term hiring commitment
- Short-term staffing to aid in completing crucial projects
- Awareness of current curriculum and the opportunity to evaluate if the college's objectives are meeting business needs

**Student benefits include:**

- The chance to combine classroom theory and learning with practical work experience
- The opportunity to work with a company without making a long-term commitment
- Making networking contacts for future job searches
- The chance to explore and clarify career choices and goals
- The opportunity to work with professionals in a chosen field and showcase their talents and capabilities to a prospective employer

Our students graduate with relevant skills designed to meet the demands of today's ever-changing job market. Students receive hands-on training and are trained to research and assist in solving problems affecting the healthcare industry today. With courses and training focused on developing communication, technical, writing, and analytical skills, our students are prepared to handle a diverse workload in a challenging, fast-paced environment within the field.

Other growing organizations in the medical field are utilizing both interns and Capstone applicants from Bryant & Stratton College. Please take some time to review the attached document which mentions possible responsibilities a student can complete with your organization, along with a highlight of the courses required for a graduate of the Health Services Administration program.

A qualified and diverse pool of talent is available and waiting to be tapped into at Bryant & Stratton College, see photo of 2013 Health Services Administration graduates below. This opportunity will provide you the chance to mold the next generation of leaders. If you would like more information or are interested in hosting an intern or a Capstone applicant, please contact us.

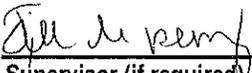
Marne Bonomo, PhD

Health Services Administration, Medical Assisting & Phlebotomy Program Director, Bryant & Stratton College  
[mlbonomo@bryantstratton.edu](mailto:mlbonomo@bryantstratton.edu)  
414.276.5200 x 232



**State of Wisconsin  
Department of Safety & Professional Services**

**AGENDA REQUEST FORM**

1) Name and Title of Person Submitting the Request:  <b>Ryan Zeinert</b> Licensing Examination Specialist		2) Date When Request Submitted:  <b>08/11/14</b> Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting	
3) Name of Board, Committee, Council, Sections:  <b>Nursing Home Administrators Examining Board</b>			
4) Meeting Date:  <b>08/21/14</b>	5) Attachments: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	6) How should the item be titled on the agenda page?  Update of State Exam Item Review	
7) Place item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both		8) Is an appearance before the Board being scheduled?  <input checked="" type="checkbox"/> Yes (Fill out Board Appearance Request) <input type="checkbox"/> No	9) Name of Case Advisor(s), if required:
10) Describe the issue and action that should be addressed:  An update on the status of the State Examination Item review.			
11) Authorization			
<b>Ryan Zeinert</b>		<b>08/11/14</b>	
Signature of person making this request		Date	
		<b>8/11/2014</b>	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)    Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

**BOARD APPEARANCE REQUEST FORM**

**Appearance Information**

**Board Name:** Nursing Home Administrators Examining Board

**Board Meeting Date:** 08/21/14

**Person Submitting Agenda Request:** Ryan Zeinert

**Person(s) requesting an appearance:** Ryan Zeinert

*(NOTE: Contact information is not required for Department staff.)*

**Reason for Appearance:** Discussion of agenda item.

**Appearance Contact Information**

*(NOTE: If the appearing party is represented by an attorney skip the "Appearance Contact Information" section and complete the "Attorney Contact Information" section.)*

**Mailing address:**

**Email address:** ryan.zeinert@wisconsin.gov

**Telephone #:** 608-267-3280

\*\*\*\*\*

**Attorney Contact Information**

**Attorney Name:**

**Attorney's mailing address:**

**Attorney's e-mail address:**

**Attorney's telephone #:**