Topics in Healthcare Administration - HCAD 5390 W01  
Spring 2015

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Students are encouraged to communicate with the faculty as needed to facilitate their learning. Telephone calls and email notes will be addressed in a timely fashion.

Course Description:

This course will use the microsystems framework to understand the complex dynamic between quality, financial performance and patient outcomes across settings.

Semester Credit Hours  3


Course Objectives

Upon completion of the course, the student will be able to explain the relationship between financial performance and quality performance as indicators of organizational performance as follows:

1. Explain the relationship between a culture of safety and quality performance in healthcare organizations;
2. Describe the impact of internal and external environmental conditions that affect quality of care;
3. Explain the interaction between patient and care provider characteristics on the quality of care provided within an institution;
4. Analyze the strengths and limitations of measurement methods used for quality management.
**Required Texts**

**Required Reference:**

**Learning Experiences**

The objectives for this online course should be met through individual study using the required texts and resources presented throughout the semester, successful completion of all assignments, requirements and evaluations. The assignments and course requirements have been designed as opportunities for the application of principles learned through the coursework in this program. While the professor will provide guidance and consultation, the student is responsible for identification of individual learning needs, self-direction, seeking consultation and demonstration of the achievement of the course objectives.

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements within Blackboard. It is the student’s responsibility to regularly monitor Blackboard.

**Course Communication**

The Blackboard Mail tool (Bb Mail) is required for communication within the course. When contacting course faculty or your co-learners in the course, always use the Blackboard Mail tool rather than an e-mail account that you may have for other personal use. This tool is accessed in the Bb Mail section of the Course Menu. Messages sent within Blackboard will not get lost and stay within the course shell. Using the Bb Mail tool will allow access to assignments, questions, and course material more efficiently.

**Web Class Specifics**

- *The online weekly schedule begins on Tuesday and ends on Sunday*. Monday can be considered a day off.
- All assignments are due at 2355 the date they are due unless prior arrangements have been made with the instructor.
- You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course. *Computer or Internet problems are not an excuse for late work or lack of participation – have a back-up plan in place in case of emergencies*
- Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule.
- Those with limited experience in Web-based learning should inform your course faculty immediately.
Expectations for Student Behaviors

1. Students are expected to have access to a computer that can support Blackboard applications and all related course materials.

2. Students must review the course introduction to learn how communication will occur and how assignments will be managed during the course.

3. All email communication should occur through the Blackboard structure. Students should review email at least every 48 hours as well as the general announcements area of the course.

4. All assignments are due on the scheduled date unless other arrangements have been made with the course instructor before the due date. Late work is generally not accepted. Assignments are made in a time frame allowing the student sufficient time to plan the necessary work to accomplish the assigned course components. Exceptions would be considered for extreme and unplanned emergencies. No, the flu or a cold is not in this category. Students should review the syllabus and course schedule throughout the semester to insure that class assignments are completed correctly and by the due date. Print a copy of the syllabus and course schedule as a reference.

5. Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.

6. The nature of the content of this course may promote debate in the discussion forums. As students are assumed to be prepared for the discussions, everyone’s contributions will be considered knowledgeable contributions. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. Disrespect to classmates will NOT be tolerated.

7. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.

8. Each assignment is designed to provide students with an opportunity to demonstrate their understanding of the principles covered in the course and their ability to apply them to management and leadership problems. To successfully complete these assignments it is imperative that students prepare for each class and use the communication tools to clarify content that may be confusing.

Expectations for Faculty Behavior

1. Course faculty will monitor Blackboard email and discussion comments regularly. Students can expect a response to email messages or telephone messages within 48 hours unless messages are sent on Friday. The instructor will not regularly check for new messages on weekends and holidays.

2. Students will generally receive feedback on assignments within 14 days of assignment due dates unless notified by the course faculty.

3. Course faculty is available for meetings with individual students through email, telephone, or face-to-face encounters. Students are encouraged to make appointments when extensive content must be covered.
Guidelines For Form And Style Of Written Assignments

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact course faculty in a timely manner to insure satisfactory completion of the assignment on the date it is due. Unless otherwise instructed, students must adhere to the APA Publication Manual, 6th Edition guidelines for formatting and organizing written assignments. Review the format specified before writing papers AND before submitting completed assignments.

Scientific writing is precise and formal. Writing within the corporate world frequently uses a less formal structure. This course will use both styles of written communication.

Numerous resources are available to assist students to develop these new writing skills. The Center for Academic Student Achievement provides writing support both in person and in an online format. The contact at the Center is Noel Ballmer at 361-825-2254 and the web link is http://casa.tamucc.edu. You are able to set an appointment with a consultant and meet online in a whiteboard space to consider your writing needs. Please do not hesitate to use this resource.

Important Information

Academic Advising
The College of Nursing & Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. Once the plan is completed it will be filed in the student’s record. The College’s Academic Advising Center is located in Island Hall on the 3rd floor and the Graduate Academic Advisor is Barton Bailey 361-825-5893, Barton.Bailey@tamucc.edu

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Corpus Christi Hall, 116.

Academic Honesty
All students are expected to conduct themselves as mature adults engaged in university-level academic activities. They should act with dignity and respect for classmates, faculty and themselves. Students will be held responsible for their behavior, which includes conforming to ethical standards for academic honesty. By enrolling in this course, each student agrees to adhere to Regulations and Procedures published in the TAMU-CC Graduate Catalog. Group interactions, investigations, and studying are encouraged; however, duplicative work will be treated as cheating and will receive a grade of zero. Anything that is viewed as cheating on an exam will be given the most severe penalty possible, most likely an "F" for the course, but may include more severe punishments.
**Plagiarism** is a specific form of cheating.

Plagiarism means to steal and pass off the work of another as one's own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your understanding of what you read without looking at the original. Keep the source book closed!


Refer to the APA Manual for the proper way to use and cite quoted material. The TAMU-CC Writing Center can assist students to develop writing skills that prevent incidents of plagiarism.

**Grade Appeal Process**

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/Rules_Procedures/PDF/130299C2.pdf.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
### Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Student Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Blackboard Skill Demonstration</td>
<td>5</td>
</tr>
<tr>
<td>Discussion (3) (10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Annotated Bibliographies (3) (10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Case study (team project)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 89</td>
</tr>
<tr>
<td>C</td>
<td>75 - 82</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74</td>
</tr>
<tr>
<td>F</td>
<td>below 67</td>
</tr>
</tbody>
</table>
CLASS SCHEDULE
The material in this syllabus and dates identified in the class schedule are subject to change. Students will be notified of changes in a timely manner. Please see the Course Schedule for additional details.

Unit 1

Blackboard 9.1 Skill Demonstration

Students sometimes struggle to comply with course requirements because they cannot navigate the Blackboard 9.1 courseware. The purpose of this exercise is to familiarize students with Blackboard 9.1 and its various tools. Everyone is required to complete this assignment. If you are already familiar with the Blackboard 9.1 environment, use this as an opportunity to review and if you are new to the environment, explore the various tools and sections of the environment to ensure your familiarity. There are specific activities for you to do to demonstrate your ability to navigate within Blackboard. NOTE: You will not receive credit for these activities however you are still required to do them. Refer to the first module in the Units and Lessons section of the Course Menu for detailed instructions.

Student Introduction

The students enrolled in this course will become potential collaborators in professional ventures. The student introduction provides students an opportunity to share their professional interests and contact information to generate a peer network. This assignment is required but no grade will be earned for the activity. The directions for the introduction are in the Blackboard Skill Demonstration in the Units/Lessons Section of the Course Menu. NOTE: You will not receive a grade or points for this activity however you must still do it. I know, I've said this 12 times already....

Annotated Bibliography (3)

Write the annotation for the chosen sources to prepare the bibliography. I have noted two web sites that are especially useful to review for the preparation of annotations and assembling the bibliography. Remember, annotations are not abstracts nor are they single descriptive sentence – they are thoughtful, mini-critiques. Note these should be single-spaced.

- [http://olinuris.library.cornell.edu/ref/research/skill28.htm](http://olinuris.library.cornell.edu/ref/research/skill28.htm)
- [http://owl.english.purdue.edu/owl/resource/614/01/](http://owl.english.purdue.edu/owl/resource/614/01/)
Guidelines for Student On-line Discussion – worth 10 points

In order to demonstrate understanding of material – discussion forums will be used.

For the initial posting each STUDENT should:
1. Review the question and corresponding assigned readings.
2. Work to develop a comprehensive narrative response.
3. Cite the article/researcher/author of the literature that provides the basis of your thoughts (references must be within the past 5 years). Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported in current literature.

Grading Criteria for Discussion Narrative

<table>
<thead>
<tr>
<th>Criterion</th>
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<tbody>
<tr>
<td>Narrative is substantive, comprehensive and reflects application of theoretical principles or empirical evidence</td>
<td>2</td>
</tr>
<tr>
<td>Narrative contains evidence that students understand topic under discussion</td>
<td>1</td>
</tr>
<tr>
<td>Articles/researchers/authors of the literature that provides the basis of the narrative are cited</td>
<td>2</td>
</tr>
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<td>Total</td>
<td>5</td>
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In response, each STUDENT should:
1. TWO responses on topics other than your own are required to be eligible for full credit.
2. Identify a point made in the narrative or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
3. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates further discussion. Replies such as “I agree” or “You are right” are not considered quality responses.
4. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.

Grading Criteria for Discussion Response

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Note: You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed. **DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS.**
Unit 3

Annotated Bibliography (3)

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Unit 4

Guidelines for Student On-line Discussion – worth 10 points

In order to demonstrate understanding of material – discussion forums will be used.

For the initial posting each STUDENT should:

4. Review the question and corresponding assigned readings.
5. Work to develop a comprehensive narrative response.
6. Cite the article/researcher/author of the literature that provides the basis of your thoughts (references must be within the past 5 years). Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported in current literature.

Grading Criteria for Discussion Narrative

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In response, each STUDENT should:

5. **TWO responses on topics other than your own are required to be eligible for full credit.**
6. Identify a point made in the narrative or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
7. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates further discussion. *Replies such as “I agree” or “You are right” are not considered quality responses.*

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**Unit 5**

**Annotated Bibliography (3)**

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**Unit 6**

**Guidelines for Student On-line Discussion – worth 10 points**

In order to demonstrate understanding of material – discussion forums will be used.

**For the initial posting each **STUDENT** should:**

7. Review the question and corresponding assigned readings.
8. Work to develop a comprehensive narrative response.
9. Cite the article/researcher/author of the literature that provides the basis of your thoughts (references must be within the past 5 years). Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported in current literature.
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