HLSC 4300: Management and Organizational Behavior in Health Care

Syllabus

Spring 2017

FACULTY: Dr. Sherdeana Owens

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COURSE DESCRIPTION:

A course covering theory, research and practical application in analyzing and understanding human beings in organizational situations including learning, perception, personality, attitudes and motivation; groups and inter-group dynamics; leadership, communication, goal setting and rewards; job design, organizational climate, change and development and international aspects of organizations.

COURSE OBJECTIVES:

1. The student will develop an understanding of personal and intra-group behavior and how one individual affects others. The student will develop an understanding of herself/himself and others in ways other than stereotyped groups or categories. In addition, the student will develop an increased self-awareness of what it means in our culture to be a person of the student’s age, gender, ethnicity, religion, etc., as well as, an understanding of how these
categories affect those who are different. In other words, the student will develop cultural competency in self-awareness by self-analysis of himself/herself as a complex cultural being.

2. The student will learn processes for managing responses to different perspectives (e.g., recognizing and responding to culturally based communications) thereby developing the ability to create win/win partnerships and building group cohesiveness.

3. The student will develop an understanding of the common barriers to effective communication within an increasingly diverse workplace.

4. The student will develop an understanding and appreciation of different motivation theories and leadership styles in diverse contexts.

5. The student will demonstrate knowledge of the various types of group processes and the relationship of groups to organizations.

6. Analyze group and individual decision-making techniques in a diverse context.

7. Demonstrate an awareness of today’s healthcare organizations’ complexity due to globalization and increased diversity in the workplace.

REQUIRED TEXTS AND RESOURCES:

Borkowski, N. (Ed. 3). Organizational Behavior in Health Care, Sudbury, MD: Jones and Bartlett Publishers. ISBN: 9781284051049

Other readings as noted in class assignments

LEARNING EXPERIENCES AND TEACHING METHODS:

In general, the pattern of study for students is to read about an area (e.g., organizational conflict), and then experience an activity on the same topic. The lesson is then summarized with a discussion of how the reading enhances the activity and vice versa. Finally, students are asked to recap their insights in a weekly conclusion statement.

After the general introduction, the course then examines (1) individual behaviors, (2) leadership, and (3) intrapersonal and interpersonal issues. Specific areas included in this course are diversity, perceptions and attitudes, communications, decision-making, power, leadership, motivation, stress and conflict management. Additionally, we will discuss strategies for facilitating learning experiences in a multicultural environment.

GRADING OF COURSE ACTIVITIES

The relative contribution to the final course grade is distributed as follows.

- Weekly Participation/Discussions: 30 percent
- Case Studies/In-class Exercises: 30 percent
- Research Paper: 20 percent
- Quizzes: 20 percent
Grading Scale of the College of Nursing and Health Sciences:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>83 – 89%</td>
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<tr>
<td>C</td>
<td>75 – 82%</td>
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<tr>
<td>D</td>
<td>67 – 74%</td>
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<tr>
<td>F</td>
<td>Less than 67%</td>
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</tbody>
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Extra credit work will not be accepted.

COURSE INFORMATION:

1. Written assignments: Students are expected to follow instructions associated with the assignments for this course. Students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Points will be deducted for poorly written papers.

2. Written assignments must be submitted by the required date unless other arrangements have been made with the course instructor ahead of the due date. Two (2) points will be deducted from the final grade for the assignment for each day that the assignment is late.

3. Students are expected to review the syllabus and course calendar throughout the semester to ensure that they complete class assignments correctly. Additional information may be found in the course Blackboard shell.

POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

Owens, Course Syllabus, Spring 2017
It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct:  [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
University catalog related to academic integrity and honesty:  [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
University Rules and Procedures:  [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://www.tamucc.edu/~students)

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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.