I. Course Description: This course will give an overview of the various aspects of healthcare administration. Students will be introduced to a broad range of topics in order to increase their understanding of American healthcare, including but not limited to: healthcare policy, finance, law, IT, organizational behavior, marketing, ethics, physician relations and HR. Students will also learn about job opportunities within healthcare administration and how the field is evolving, as well as graduate school opportunities.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.

This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

Program Learning Outcomes (Community Health):
1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).

Student Learning Outcomes - The student will be able to:
- Identify and understand the role of a modern-day healthcare administrator
- Develop an understanding of the US healthcare system, healthcare policy, the history and current issues, including the Affordable Care Act (NCHEC I)
- Develop an understanding of healthcare finance; including how various forms of insurance work, managing costs, revenue cycle, and performing to budgets (NCHEC I)
- Identify and describe various service lines and modalities in healthcare
- Develop an understanding of the roles of management and leadership in healthcare, addressing several OB and HR challenges and functions (NCHEC I)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- **Healthcare Article (10 points)** – Each student will pick a date to present a current healthcare article (regarding policy, administration, law, finance, technology/IT, HR, etc.) that he/she researched to the class. Presentations should take roughly 3 to 6 minutes (including Q&A) and shall include a slide presentation. Students should debrief the article as well as share their thoughts and opinions as to what they think about the issues at play. They should be prepared for class Q&A as well. Students also need to turn in one typed multiple-choice question from the article that could be used on an exam. Acceptable articles may come from the following sources: The New York Times, The Washington Post, The LA times, The Wall Street Journal, Modern Healthcare, Kaiser Family Foundation, Becker's Hospital Review as well as any peer reviewed periodical found through SFA’s library database. If a student would like to use a different article or source, he or she needs to first get instructor approval. NCHEC I, VII

- **Healthcare Debate (25 points)** – Students will break into teams of three (3) to plan and prepare for a healthcare debate. After students have selected teams, they choose a date, subject and position as written on the syllabus schedule. The format will be as follows: 10 minutes for each team to present initial arguments, two 5-minute periods for rebuttal, and a 3 minute summary/closing. They need to be prepared for class Q&A as well. Students will be graded on how prepared and thoroughly researched/thought-out they are for the debates. Although you will be able to bring notes with you for the debate, you will be expected to and graded on your ability to put your arguments into your own words. NCHEC I, II, VII

- **Chapter Quizes (50 points)** – There will be five (5) take-home quizzes, 10 points each, covering up to three (3) chapters that will correspond to textbook reading assignments. Each quiz will contain ten (10) questions.

- **In Class Exercises (20 points)** – There will be two (2) in-class exercises, 10 points each, in which students will be divided into work groups and presented with a problem that they will assess and present their group solution in class. *Must be present to receive credit.*

- **Career Paper (10 points)** – Each student will write a 2 to 3 page paper, type written and double spaced, outlining their five (5) year personal career plan. This will cover the milestones to where they want to be in their career within five (5) years, including job experiences and future education required to reach their goals.

- **Exams (100 points each, total of 200 points)** - There will two (2) exams administered throughout the course. Each exam will be worth 100 points and will cover all material and chapters covered according to the syllabus schedule below as exams will not be cumulative. NCHEC I

- **Healthcare Institutional Management Paper & Presentation (100 points)** - Students will be assigned to groups of three and choose a healthcare or hospital service line/modality/entity of interest to study and research. Examples to choose from include: Med/Surg unit, ICU & Cath Lab, Emergency Department, OR/Surgery Department, Pharmacy, Women's Center/L&D/Nursery, Cancer Center (Radiation, Chemo & surgery), Imaging, Psychiatric unit, Ambulatory Surgery Centers, Physical Therapy (including occupational therapy and speech therapy), Urgent Care Centers, and/or Nursing Homes. If students would like to choose a different topic, they need to first get instructor approval. *Students must do a tour and perform at least one in-person interview*
3

with a clinician or director from their chosen unit. In addition to displaying a well-rounded knowledge of the Unit your group is researching, the paper/presentation should cover the following aspects: Current issues/hot topics, Services provided, Management and organization (organizational chart, reporting, structure, etc.), Staffing (training, education, salaries, etc.) Regulations/compliance (JCAHO, and other). Financial management, Patient care committees (if applicable), Top 5 administrative/medical terms commonly used in the unit (with their explanations). The paper should be 8-10 double spaced pages. The presentation (Powerpoint or Prezi) should be 10-15 minutes in length.
Each group must also submit a separate typed page containing 3 multiple-choice questions that could be used on an exam. NCHEC I, II, VII

IV. Evaluation and Assessments (Grading):

In-class activities and participation assignments......................... 100 points = 25%

Healthcare Institutional Management Paper/Presentation........... 100 points = 25%

Exams (2).....................................................................................200 points = 50%

A = 90% and above (360+)
B = 80-89% (320-359.99)
C = 70-79% (280-319.99)
D = 60-69% (240-279.99)
F = Below 59% (239.99 & below)
### V. “DUE Dates” Outline/Calendar:

<table>
<thead>
<tr>
<th>Due</th>
<th>“Tentative” topic covered</th>
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<tbody>
<tr>
<td>1 8/29</td>
<td>Course Syllabus, Class Expectations, History of US Healthcare, Chapter 1: Overview of Healthcare Management Escape Fire DVD Debate Briefing</td>
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<tr>
<td>2 9/5</td>
<td>Chapters 2-3: Leadership, Management and Motivation Escape Fire DVD</td>
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<tr>
<td>3 9/12</td>
<td>Chapter 4: OB and Management Thinking Debate #1: Healthcare is a privilege vs. a right HC Article Presentations</td>
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<tr>
<td>4 9/19</td>
<td>Chapter 5: Strategic Planning Debate #2: For-profit healthcare is a good thing vs For-profit healthcare is bad thing HC Article Presentations</td>
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<tr>
<td>5 9/26</td>
<td>Chapter 6: Healthcare Marketing Debate #3: For vs Against rationing healthcare for the sick and elderly in America HC Article Presentations</td>
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<td>6 10/3</td>
<td>Chapter 7: Quality Improvement Debate #4: GOP healthcare solutions vs the ACA HC Article Presentations</td>
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<tr>
<td>7 10/10</td>
<td>Chapter 8: IT Debate #5: Medical Tourism Abroad HC Article Presentations Exam #1 Review</td>
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<tr>
<td>8 10/17</td>
<td>Debate #6: HC Article Presentations</td>
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<tr>
<td>9 10/24</td>
<td>Chapter 9: Healthcare Finance and Insurance International Health Care Systems DVD Healthcare Institutional Management Presentation(s)</td>
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<tr>
<td>10 10/31</td>
<td>Chapter 10: Managing Costs and Revenues Healthcare Around the World – In Class Exercise International Health Care Systems DVD Healthcare Institutional Management Presentation(s)</td>
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<td>11 11/7</td>
<td>Chapter 11: Managing Healthcare Professionals Healthcare Institutional Management Presentation(s) Mini Cases – In Class Exercise</td>
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<tr>
<td>12 11/14</td>
<td>Chapter 12: Strategic Management of Human Resources Healthcare Institutional Management Presentation(s) International Ranking – In Class Exercise</td>
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<tr>
<td>13 11/21</td>
<td>Chapters 13-14: Teamwork &amp; Addressing Health Disparities Healthcare Institutional Management Presentation(s)</td>
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<tr>
<td>14 11/28</td>
<td>Chapter 15: Ethics and Law Graduate School &amp; Career Track Prep/Discussion Healthcare Institutional Management Presentation(s)</td>
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<tr>
<td>15 12/5</td>
<td>Chapter 16: Fraud and Abuse Healthcare Institutional Management Presentation(s) Final Exam Review</td>
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<tr>
<td>16 12/12</td>
<td>Exam #2 (final) on December 12 at 6:45 pm</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

- Various readings
- D2L

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Attendance and Excuse Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. **However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.** Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
**Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future
seme
sters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.
IX. Other Relevant Course Information:

Participation is NOT merely attendance. Students are expected to be prepared to discuss, write, or answer questions about topics assigned as per the below schedule. Participation assignments will be done during class time; while other assignments will need to be completed outside of the class. These assignments will provide an opportunity to refine critical thinking skills by exploring controversial topics related to class, share ideas, listen to peers, and reflect on your own ideas.

Respect and Privacy is extremely IMPORTANT: Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions as well as respect the privacy of students’ who share their thoughts and experiences in class. If you do not show respect for others in the course, you may be asked to leave or steps may be taken to permanently remove you from the course (see the Student Conduct Code, policy D-34.1).

Respect your instructor, your classmates, and yourself!

HSC 436.001 Environmental Health
Curriculum Alignment

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<tr>
<th>ASSIGNMENTS/ASSESSMENTS</th>
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<td>I, VII</td>
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<tr>
<td>Debate</td>
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<td>Exam 1</td>
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<td>I</td>
</tr>
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<td>Paper and Presentation</td>
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Refer to PCOE website for master list of standards.