

**School of Health Professions**

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| **PROFESSOR:**  | **PHONE NUMBER:**  |
| **OFFICE LOCATION:**  | **E-MAIL:**  |
| **OFFICE HOURS:**  | **SEMESTER:**  |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

**HSA 4184 MANAGEMENT STRATEGIES OF HEALTHCARE ORGANIZATIONS (3 CREDITS)**

The course provides both a general description and analysis of the management practices for the various health care organizations including but not limited to hospitals, long term care facilities, diagnostic centers, and private physician practices.

# PREREQUISITES FOR THIS COURSE:

Admission into a Baccalaureate degree program; and prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic Dean.

# CO-REQUISITES FOR THIS COURSE:

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

At the completion of this course the student should have developed facility with the following topics:

* + Functions of health care managers
	+ Attributes of a good manager
	+ Basics skills for a manager
	+ Impact of managed care (ACA) on management
	+ Attributes of an effective customer satisfaction system
	+ Manager’s role in planning, organizing, controlling
	+ The three classifications of plans
	+ Manger’s role in policy development, implementation, and enforcement
	+ Chronology of legislation affecting employment and the manager’s role
	+ Manger’s role in recruiting, interviewing, orientating, and training new employees
	+ Prevention of workplace violence and ensuing safety in the workplace
	+ How managers coach, counsel, motivate, reward, recognize health professions employees
	+ Importance of providing performance feedback
	+ Cultural diversity in the workplace
	+ Managing employees with problems and difficult employees
	+ Retaining health professions personnel
	+ Maintaining patient and employee privacy and confidentiality
	+ Budgets and cost control in the managed care setting
	+ Managing changes and staff development for health professionals
	+ Learning how to delegate in the clinical setting
	+ How to communicate both orally and in written documents
	+ Developing time management skills
	+ Coping with stress and burnout in the clinical environment
	+ Navigating politics in the health professions workplace

# ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence. **E**valuate and utilize mathematical principles, technology, scientific and quantitative data. **A**nalyze and create individual and collaborative works of art, literature, and performance. **T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge. **V**isualize and engage the world from different historical, social, religious, and cultural approaches. **E**ngage meanings of active citizenship in one’s community, nation, and the world.

# A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Research**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* + Compare and contrast the pitfalls and shortcomings encountered in employee performance evaluations
	+ Define and discuss the advantage of improving promotability and marketability
	+ Define and discuss the methods used to stimulate recruiting during periods of staff shortages

# Listed here are the course outcomes/objectives assessed in this course which play

**a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

General Education Competency: **Communicate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* + Define and discuss the common barriers to effective spoken communication
	+ List and explain the importance of listening skills
	+ Define and describe how the supervisor can become a good listener
	+ Define and discuss the importance of using the telephone for communication
* Compare and contrast the appropriate channels for filling written communication

# DISTRICT-WIDE POLICIES:

**PROGRAMS FOR STUDENTS WITH DISABILITIES**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

# REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)