PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

MANAGEMENT & LEADERSHIP FOR HEALTH CARE SUPERVISORS
HLTH 2010

Class Hours: 3.0          Credit Hours: 3.0
Laboratory Hours: 0.0      Revised: Fall 2014

Catalog Course Description:

Introduction to management functions and leadership principles as they apply to health care organizations. Topics include principles of strategic planning processes, financial management, organizational theory, supervisory roles, management styles, employee performance problems, intervention strategies, and behavioral aspects of management across a variety of health care settings. Projects focus on the development of management and leadership knowledge and skills to prepare practitioners to assume professional responsibilities in health care management and administration fields.

Entry Level Standards:

The entry-level student is expected to have familiarity with computers. The student must have writing, verbal and English language skills at the college-entry level.

Prerequisites:

Acceptance into or completion of a Certificate program in a health care discipline from a community college, or graduation from a Tennessee Technology Center with a diploma or certificate in a health-related discipline or permission of instructor

Textbook(s) and Other Course Materials:

Required Textbook:

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Define the supervisory role and management styles. Consider health care perspective.</td>
</tr>
<tr>
<td>2</td>
<td>Identify supervisory role in decision making, coordinating organizational activities, and communicating. Categorize legal aspects of the health care setting.</td>
</tr>
<tr>
<td>3</td>
<td>Synthesize information about strategic planning in health service organizations and the relationships of planning to innovation and change. Describe strategic planning, the utilization of a situational assessment or SWOT analysis, and the strategic</td>
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planning process.

4 Identify supervisory planning tools and ways to simplify work tasks. Define time management and review time-use charts. Introduce supervisor’s responsibility in relation to policy and procedure.

5 Apply organizational theory and design to health care management.

6 Discuss the importance of quality to a healthcare system and the leading models of quality improvement. Synthesize information about strategic planning in health service organizations and the relationships of planning to innovation and change.

7 Develop skills in team building and the management of groups.

8 Integrate the predominate approaches to strategic management of human resources to improve organizational performance using employee performance evaluation models.

9 Assess and plan intervention strategies for performance problems in health care organizations.

10 Analyze the dynamics of situations and apply effective leadership styles to motivate individuals, enhance organizational performance, and achieve stated goals.

11 Frame the context for understanding the concept of motivation, including who, what, and why about employee motivation. Consider diversity.

12 Discuss the primary reimbursement methods from government-sponsored programs, including Medicare and Medicaid.

13 Recognize the managerial functions and challenges posed by changes in the external environment and within health care organizations.

14 Define the supervisory role and management styles.

15 Final exam

II. Course Goals*

The course will

A. Allow students to develop an understanding of the fundamental role and scope of health care leadership and supervision. II, V

B. Introduce students to the management/leadership vocabulary. III

C. Enhance students’ understanding of the manager’s responsibility for planning and goal setting utilizing the leadership and motivation functions of team leaders and supervisors. II, III, V, VIII, X

D. Enhance students’ abilities in developing and maintaining strong relationships through effective communication skills. I, II, V, VI, VIII, X

E. Foster the ability of students to understand team leadership and the supervisory skills of coaching, evaluating, and delegating. V, VIII, IX, X
F. Guide students to understand the change agent function of team leadership and supervision. IV

G. Introduce students to the basic elements of internal and external change in health care settings. IV, VIII

*Roman numerals after course objectives reference goals of the Allied Health Sciences program.

**III. Expected Student Learning Outcomes***:

Students will be able to:

1. Apply organizational theory to health care management. A,B
2. Define the supervisor role and how it is executed in health care organizations. A, E, F
3. Recognize the managerial functions and challenges posed by changes in the external environment and within health care organizations. C,F,G
5. Develop skills in team building and the management of groups. A,B,C
6. Synthesize information about strategic planning in health service organizations and the relationships of planning to innovation and change. C
7. Frame the context for understanding the concept of motivation, including who, what, and why about employee motivation. C,D,E
8. Analyze the dynamics of situations and apply effective leadership styles to motivate individuals, enhance organizational performance, and achieve stated goals. A,C,E
9. Describe strategic planning, the utilization of a situational assessment or SWOT analysis, and the strategic planning process. D
10. Discuss the importance of quality to a healthcare system and the leading models of quality improvement. A,F
11. Describe the importance, purpose, and major objectives of financial management in healthcare organizations. A,B,C
12. Discuss the primary reimbursement methods from government-sponsored programs, including Medicare and Medicaid. A,F,G
13. Integrate the predominate approaches to strategic management of human resources to improve organizational performance using employee performance evaluation models. A,C,E

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

**IV. Evaluation:**

A. Testing Procedures: 50%

There will be a comprehensive midterm exam and final exam each worth 25% of course grade.
B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods: 50% of grade

Assignments: 50%. Assignments must be completed and submitted at the designated date and time. All assignments turned in late will be reduced by 50%.

E. Grading Scale:

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>84-91</td>
<td>B</td>
</tr>
<tr>
<td>78-83</td>
<td>C</td>
</tr>
<tr>
<td>70-77</td>
<td>D</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
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V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.
C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by sending email to disabilityservices@pstcc.edu, or visiting Goins 127, 132, 134, 135, 131. More information is available at http://www.pstcc.edu/sswd/

D. Other Policies:

**Computer Usage Guidelines:**

College-owned or -operated computing resources are provided for use students of Pellissippi State Community College. All students are responsible for the use of Pellissippi State's computing resources in an effective, efficient, ethical and lawful manner.