Course Syllabus
HCM 384-3 Strategic Planning & Leadership in Health Care
Fall Semester 2015
*Subject to change per class needs*

Credit Hours: 3.00

Prerequisite: None

Class Date, Time & Location: Class meetings will be on Mondays and Wednesdays, 12:35 – 1:50 p.m., in ASA Room 15.

Course Instructor: Leslie Freels Lloyd, Rh.D., CRC, Associate Professor, SIUC Health Care Management Program, llloyd@siu.edu.

Course Structure: In-class meetings consist of traditional didactic learning activities. On-line work consists of readings and discussion of readings, podcasts, links to additional readings and activities, etc. on Desire2Learn. As a general rule, on-line materials will not be covered in in-class meetings. Restricted to HCM majors/minors.

Office Location & Hours: Office Location: CASA 226, Hours: Mondays 11:30 am – 12:30 p.m., Tuesdays 3-6 p.m. and Thursdays 10 a.m. -12 p.m., and by appointment. Office Phone: 618.453.7221 or contact me via SIUC e-mail to schedule (not Desire2Learn – emails sent this way will not be answered).

Course Description:
A course that analyzes the fundamentals of strategic planning and leadership in health care organizations. Emphasis is placed on mission, vision, values, creating business plans and conducting SWOT analysis. The impact of leadership style on the strategic planning process is explored. Restricted to HCM majors/minors.

COURSE OBJECTIVES:

Upon completion of this course students will be able to:

1. Understand how strategic planning is a valid method for leading healthcare organizations and how to generate a vision for the direction of how the organization should operate.
2. Understand how to evaluate the strategic planning process and determine if changes are required based on external and internal environmental factors.
3. Understand how organizational mission, vision, values and cultures impact strategic planning, profits, and departmental activities and decisions.
4. Mitigate challenges caused by varying stakeholder perspectives which may differ on how to accomplish the organization’s mission.
5. Articulate how strategic planning initiatives are influenced by transformational vs. transactional leadership styles.
6. Identify and apply the fundamental aspects of the strategic planning processes.
7. Discuss and understand the importance of a gap analysis defining where the organization current is, where it wants to be, and how to close the gap between.
8. Conduct a SWOT analysis and determine actions managers might take as a result of the analysis.
9. Develop a business plan as it would be presented for the implementation of a strategic planning objective.
10. Involving physicians and other key stakeholders in the strategic planning process.
11. Examine varying strategic planning models: conventional, issues-based, organic, real-time, and alignment. Example:
http://managementhelp.org/strategicplanning/models.htm#one (example may vary based on instructor).
12. Explore and access strategic planning models readily available online and/or through Microsoft Office. Example:
https://www.google.com/search?q=strategic+planning+process+models&biw=1371&bih=686&tbm=isch&tbo=u&source=univ&sa=X&ei=vn8-Vd3bEs-KyA5a_oCQBg&sqi=2&ved=0CCeQsAQ&dpr=1.4 (example may vary based on instructor).

TEXTBOOK(S):


*See Recommended Reading List at End of Syllabus*.

There will be helpful readings assigned throughout the semester, either provided in class or accessed via D2L. Students are expected to read them prior to the designated class period in which they will be discussed unless directed otherwise.

**Students are expected to read and study each chapter, along with any accompanying materials posted on D2L, according to the course calendar (posted on D2L) or announced by the professor. This is to be done outside of class.

Course Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>SWOT Assignment</td>
<td>200</td>
</tr>
<tr>
<td>E-portfolio</td>
<td>200</td>
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<tr>
<td>Business Plan</td>
<td>200</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>(*DATE OF FINAL EXAMINATION: Monday, December 14, 2015, 12:30 – 2:30 p.m.)</td>
<td></td>
</tr>
<tr>
<td>Course Participation</td>
<td>200</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
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Exams: 200 points
There will be 2 exams. A good way to prepare for the quizzes is to read the chapter and any additional assigned readings before class, focusing on key terminology and concepts, as well as examples that are used to elucidate material. Also review the slide shows with notes and links that are posted on D2L. Exams will be on D2L.

SWOT Assignments: 200 points
For the SWOT analysis you will be assigned to work in groups of five students. Instructions are posted in Dropbox on D2L. You will be required to do this assignment outside of class.
Assignments are expected to be written at the college level (see assignment expectations below). They must be typed. **Due Date TBA on D2L.**

**Business Plan: 200 points**
For the Business Plan you will be assigned to work in groups of two students. Instructions are posted in Dropbox on D2L. You will be required to do this assignment outside of class.

Assignments are expected to be written at the college level (see assignment expectations below). They must be typed. **Due Date TBA on D2L.**

**E-Portfolio: 200 points**
Students will develop an e-portfolio to be submitted during the semester. The e-portfolio is to be turned in, on **D2L**, no later than **Wednesday, December 3, 5:00 p.m.** The student is allowed, in fact encouraged, to develop a comprehensive and creative portfolio contents. At a minimum, the portfolio should include

- a) Copy of SWOT analysis (listed above).
- b) Copy of business plan (listed above).
- c) A grade sheet depicting all student grades attained throughout the class, as well as the student’s expected final course grade.
- d) An attendance sheet, documenting dates attended, dates missed, excused and unexcused absences, and days student arrived late. **DO NOT ASK PROFESSOR FOR THESE DATES WHEN COMPLETING YOUR E-PORTFOLIO. YOU ARE EXPECTED TO KEEP THIS DATA ON YOUR OWN. REQUESTS FOR THIS INFORMATION FROM THE PROFESSOR WILL BE DENIED.**
- e) A written reflection on major course assignments / events that address what the student learned, what the student found unusual, and how the student believes they will use the material learned when on the job. **Personal reflections are also encouraged.**

**Assignment Expectations:**
Students are expected to turn in college-level work, free from grammatical and other writing errors. If students experience problems with writing they are encouraged to visit the Center for Basic Skills on the SIUC Campus. Points are deducted for poor writing and if it continues or does not improve, students may receive a zero (0) on an assignment.

All e-portfolio assignments are to be **typed – no handwritten e-folio assignments will be accepted.** Any e-folio assignment submitted in any other venue will be rejected and the student will receive a zero for the score.

No late assignments will be accepted without prior approval from the professor. “Prior” is defined as a minimum of 48 hours before the assignment is due. Requests to submit late assignments should be sent PRIOR TO the 48 hour deadline to llloyd@siu.edu and have the words “request for late assignment” typed in the subject line. Extensions will only be granted in extenuating circumstances and are made at the discretion of the instructor.

**Class Participation: 200 points.**
**Attendance alone will garner no class participation points.** A student must participate in all classes (both in class and on-line) **each and every class** to obtain any participation points. Participation will be graded on a combination of class attendance, in-class involvement in
discussions or asking/answering questions, on-line involvement in discussions or asking/answering questions, and group work via the Peer Assessment Forms. **The Peer Assessment Form is due no later than Tuesday, December 8, 2015, 6:00 p.m.**

**SWOT and Business Plan:** Part of garnering your participation points will be through in-class group work. You are assigned to work in groups this semester. Be sure to put *all group names* on your assignments before turning them in on D2L. Students will complete Peer Assessment forms on each member of their assigned group, including themselves, near the end of the semester. Students who fail to turn in the Peer Assessment forms will receive zero points for their own peer rating.

**Guest Speakers:** It is anticipated there will be one or two guest speakers this semester. You should wear *business casual* for guest speakers.

**Absences:**
1. Attendance is required when the class meets face-to-face and on-line as well.
2. This class simulates professional employment in that students are expected to attend all scheduled class meetings (just as they would be expected to be present when scheduled to work) as well as all scheduled on-line meetings and events.
3. Students are expected to be in their seats and ready for class promptly at the start of class, or, if an on-line event is scheduled they are expected to be logged in to D2L by the scheduled time.
4. *Late is the same as absent.* This applies to both in class and on-line activities.
5. Anticipated absences are expected to be brought to the attention of the instructor *prior to* the absence (see instructions above under Assignment Expectations).
6. In the case of an unexpected absence, the student is expected to report via e-mail to the instructor as soon as reasonably possible (the instructor will determine if the absence is ‘reasonable.’).
7. **All** absences are expected to be documented via e-mail to the course instructor. Any absences not handled in this manner will result in a reduction of the final class grade by 5 points per unexcused absence.

**Student Conduct Code:**
*It is each student’s responsibility to know and comply with the SIUC Student Conduct Code and any policies referenced therein.* The SIUC Student Code of Conduct is accessible online at [www.siuc.edu](http://www.siuc.edu).

Professionalism is expected at all times. Some of the issues covered in class are sensitive in nature and respect for individual student perspectives will be expected. Students demonstrating inappropriate classroom behavior will be subject to a deduction of points and/or being removed from the class. Some violations of classroom professionalism include but are not limited to:

- Revealing underwear and/or showing cleavage.
- Talking on the phone or text messaging during class. (The student is expected to keep cell phones quiet while in class – either put the phone on vibrate or turn it off).
- Being late to class.
- Use of foul or inappropriate language.
- Being disrespectful of the opinions of others.
- Reading materials during class not related to the respective course.
Displaying argumentative or uncooperative attitude (the student is expected to maintain a ‘teachable’ attitude at all times).

Academic dishonesty. It is Dr. Lloyd’s position that academic dishonesty should result for dismissal from the program and from the university and she will advocate for such if academic dishonesty occurs.

Other examples of unprofessional behavior can be found on the website mentioned above.

Stress:
Stress can be a serious detriment to health and wellbeing. There are various services available at SIU-C. These include the Student Health Center, The Wellness Center in the Student Health Center, the Office of Student Affairs, and your course instructor. Do not hesitate to seek services if needed.

EMERGENCY PROCEDURES:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

TOPICAL OUTLINE: Percentages of Time

I. Strategic Planning: History, Purpose, and General Nature 10%
   a. History, Purpose, and General Nature
   b. Leader vs. Manager – Strategic Planning - a Higher Level Competency

II. Foundational Issues of Strategic Planning 10%
    a. Developing a Mission, Vision, Values Statement
    b. Aligning Mission, Vision, and Values with the Strategic Planning Process
    c. The Impact of Culture on the Strategic Planning Process
    d. Linking Foundational Issues with Profit and Organizational Performance

III. Maximizing Strategic Planning through Leadership 10%
     a. Transformational vs. Transactional Leaders
     b. Competitive Advantage through Transformational Leadership

IV. Fundamentals of Strategic Planning 15%
    a. Developing, Evaluating, and Communicating Directional Strategies
    b. Designing and Implementing Action Plans
    c. Analysis and Competitive Advantage (Internal and External Environment)
    d. Strategic Planning Areas
    e. Planning at the Local, Regional, and National Levels
VI. Strategic Planning Methodology 20%
   a. SWOT, Force Field, and Gap Analysis
   b. Business Plans, NPV, RoR, and Planning Tools

VII. Communicating the Strategic Plan 5%

VIII. Medical Group Planning and Joint Ventures 5%
   a. Clinical Integration
   b. Potential Structures for Physician/Hospital Integration
   c. Involving Physicians and other Key Stakeholders in Strategic Planning

IX. Long-Term Care 7%
   a. Inpatient Rehabilitation Facilities
   b. Skilled Nursing Facilities
   c. Hospice
   d. Adult Daycare Centers

X. Health Systems 7%
   a. Hospital Mergers and Acquisitions
   b. Integrated Delivery Systems
   c. Strategic Planning at the Health System Level

XI. Pay for Performance 7%
   a. P4P Initiatives
   b. Physicians and P4P
   c. Quality-Related Data
   d. P4P and Strategic Planning

XII. New Value Paradigm 4%

Optional Readings: (May vary based on instructor).