**This is an ONLINE course which requires an increased level of student discipline and independence.**

**COURSE DESCRIPTION:**

Examines key factors that impact healthcare organizations and how effective policies and procedures can improve organizational efficiencies within the context of emerging health care models and legislation such as the HCOs, ACA, ACOs, PHOs etc. The recruitment and retention of healthcare professionals in the midst of labor shortages of patient care providers will be addressed with an emphasis of linking outcomes to patient care and Joint Commission initiatives. Legal and ethical implications surrounding core competencies of varying patient care providers will be explored as well as credentialing, CEU’s, licensing, nurse/patient ratios, unionization, and workforce planning based on epidemiological principles etc. Restricted to SAH major/minor or with consent of SAH Academic Advisor.

**REQUIRED TEXTBOOKS:**


The textbook is **REQUIRED.** If the student registers late, they understand there may be assignments/test/quizzes etc. that they cannot complete without the textbook and therefore may receive a zero for those items.

**OTHER COURSE REQUIREMENTS:**

- A computer that can effectively run Desire to Learn (D2L).
- The student must be proficient in all aspects of the D2L system.
- Students are expected to check their D2L and email daily during the duration of the course. The student’s email address as it appears in D2L is the ONLY email the instructor will use for course correspondence.
GRADINGSCALE:

1000-900=A, 899-800=B, 799-700=C, 699-600=D, 599-0=F

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes 8 @ 50</td>
<td>400</td>
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<tr>
<td>Assignments 6 @ 50</td>
<td>300</td>
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<tr>
<td>Post-test</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100 (Comprehensive)</td>
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Total Possible Points = 1000

COURSEOBJECTIVES:

1. Identify and address issues associated with the organization of the workforce within varying healthcare structures, professions and licenses.
2. Understand the process of credentialing of physicians and other patient care providers into HMOs and 3rd Party payers etc, and varying legal/regulatory compliance issues unique to the healthcare field in respect to Department of Professional Regulation (DPR).
3. Apply specific healthcare related legislative changes to workforce planning models.
4. Design legally defensible recruitment and retention models/matrixes and apply them to the healthcare workforce at all levels of the labor continuum with a focus on effective patient care outcomes.
5. Review accreditation initiatives/expectations in relation to human resource policy, procedures, and dashboard indicators of the professional healthcare workforce.
6. Understand the accountability issues associated with properly addressing the competency of healthcare providers and patient care givers and addressing labor shortages of vital patient care providers.
7. Analyze the collective bargaining issues in healthcare and how unionization impacts varying patient care providers, patients, and the community unique to other industries.
8. Identify and address relevant personnel issues as specifically required for Long Term Care facilities. This course is one of the required courses students will complete to earn the certification of completion which is necessary to sit for the Nursing Home Administration Exam.

ASSIGNMENTS, QUIZZES & TESTS:

- Students are expected to turn in college level work which is free from grammatical errors. Points will be deducted for violations. Repeated violations will result in a letter deduction of the student’s final grade.
- All assignments are to be typed – no handwritten assignments will be accepted.
- **NO** late assignments will be accepted without **PRIOR APPROVAL** from the instructor. This is a management related degree and deadlines are a serious issue.
in the healthcare field. Again, NO late assignments will be accepted. Watch due
dates and times closely. Prior approval is defined as 48 hours before the
assignment is due. Requests should be sent to skcollin@siu.edu BEFORE the 48
hour deadline. The instructor will respond back to the student via email with an
approval or denial. All coursework is due in Central Standard Time (CST).

- Any chat room or chat/discussion time assigned whereas points are given
  CANNOT be made up if missed.
- All assignments/tests/quizzes MUST BE sent/completed through the D2L system
  assignment (dropbox) section unless otherwise instructed. Do not send them via
  the instructor’s email unless the instructor advises you to do so. They will not be
  accepted via email for any reason without prior written permission from the
  instructor.
- Tests/assessments, if applicable, will only be given on the scheduled test days.
  NO early exams or make-up tests will be given except for those rare exceptions
  outlined by the University.
- This instructor does not give incompletes as a final grade. Don’t ask.
- All assignments must be submitted in a Word document (doc. or docx.).
  Nothing else will be accepted. If I can’t open the document, I can’t grade it.
  Therefore, the student will receive a zero. No second submissions allowed. All
  assignments must be submitted through D2L unless otherwise instructed.
- Quizzes and tests can only be submitted through the D2L system. Do NOT email
  them to the instructor. They will not be accepted for a grade for any reason.
- Quizzes and tests are timed. Once students begin the quiz or test in D2L they
  must complete it in that setting. To save valuable time, students should read the
  chapter/ or other information the quiz/test pertains to first so they can answer the
  questions more readily.

**ATTENDANCE:** This is an asynchronous online course.

**LATE REGISTRATION:** Registering late is not a suitable excuse to request an
extension on coursework. Late work is not accepted for any reason. If the student
registers late, they do so while understanding there may be assignments/test/quizzes etc.
that they may have missed and therefore will receive a zero for those items. This includes
if the student is waiting on the required textbook. Late submissions will not be allowed
due to not having the textbook on time.

**D2L ACCESS AND PROFICIENCY:** Each student will require access to D2L system.
Students are required to assure access is obtained PRIOR to the first week of class.
Students will use the D2L system extensively in this course. However, this is NOT a
class that teaches D2L to students. The student is expected to invest their own time
becoming comfortable and knowledgeable of D2L. Students who are not proficient with
D2L should NOT enroll in this online course.

**TECHNICAL PROBLEMS:** The instructor CANNOT aid students with technical
problems such as computer compatibility, inability to access D2L, or failure to submit
assignments or quizzes. Students are directed to contact the D2L administrator at
618-453-1016 with technical problems or questions. It is highly recommended that students do their first assignment, quiz, or test early enough so that problems can be resolved prior to missing deadlines. Late work will not be accepted due to technical problems unless it is a system failure on the part of SIUC.

**STUDENT CONDUCT CODE:** “It is each student’s responsibility to know and comply with the SIUC Student Conduct Code and any policies referenced therein.” (Student Conduct Code, Southern Illinois University Carbondale.)

Professionalism is expected at all times! This is a management degree; therefore, students should be prepared and knowledgeable about course expectations. Don’t ask for special privileges because the instructor does not give them. For example…No late assignments means…No late assignments etc.

Students demonstrating inappropriate classroom behavior will be subject to a deduction of points and/or an automatic F for the course. The instructor has the right to determine the severity of the issue and will deduct points at a level she believes is commensurate with the behavior. Some violations of inappropriate classroom behavior include, but are not limited to:

- Being late with assignments or class discussions.
- Being unprepared for the course; Example - no textbook, computer not accessible, failure to have the correct email address entered in D2L etc.).
- Use of foul or inappropriate language.
- Displaying an argumentative, disrespectful, and/or uncooperative attitude with the instructor or other students in email or any form of communication.
- Falsifying academic records/assignments/tests/quizzes etc. otherwise known as Academic dishonesty.
- Failure to follow guidelines in syllabus.
- Unprofessional emails sent to the instructor or students in the class. Emails sent in conjunction with this class should follow standard business expectations (spelling, format, wording, salutation, etc). Points will be deducted for failure to follow these guidelines.
- Plagiarism, in any form, will result in an automatic F for the course and a report to Judicial Affairs for further administrative action. See the SIUC Student Code of Conduct accessible online at [www.siuc.edu](http://www.siuc.edu).

**ACADEMIC DISHONESTY:**

Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, or collusion.

**ADA STATEMENT FOR STUDENTS REQUIRING SPECIAL ACCOMMODATIONS:**
As per 504 of the Vocational Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990, if accommodations are needed, inform your instructor as soon as possible.

** Syllabus and course activities including any agendas, due dates and/or due times, are subject to change at the discretion of the instructor at any time during the course.

### TOPICAL OUTLINE:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>PERCENTAGES</th>
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<tbody>
<tr>
<td>I. Legislative Changes Impact the Administrative and the Human Side of Healthcare.</td>
<td>20%</td>
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<tr>
<td>II. Workforce Analysis and Planning as Relevant to Patient Care Outcomes, Regulatory Compliance, and Epidemiological Principles</td>
<td>20%</td>
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<tr>
<td>III. Designing Workforce Models/Matrixes for Healthcare Professionals in an Era of Increased Healthcare Accountability.</td>
<td>20%</td>
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<tr>
<td>IV. Patient-Centered Organizations – ethical and legal issues surrounding the unionization of patient care providers, addressing competency issues with medical personnel, and trends associated with dealing with licensed healthcare professionals.</td>
<td>20%</td>
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<tr>
<td>V. Long Term Care – specific needs of long term care facilities.</td>
<td>20%</td>
</tr>
</tbody>
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