HCAD650

Course Summary

Course : HCAD650 **Title :** The Business of Healthcare
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course is designed to introduce students to the business side of healthcare. Topics include the regulatory environment, employment law, managing and marketing healthcare services. The course also looks at organized delivery systems including the labs, pharmacies, materials maintenance, and physician practice administration.

Course Scope:

HCAD650, the Business of Healthcare covers the fundamental elements of healthcare management and its environment. Key concepts will include managing in a healthcare facility, motivational and leadership theories, marketing and quality improvement initiatives, technology, and legal and ethical influences.

Objectives

The APUS Master of Science in Healthcare Administration is seeking accreditation through the Commission on the Accreditation of Healthcare Management Education (CAHME). One requirement for being accredited is that "The Program will adopt a set of competencies that align with the mission and types of jobs graduates enter. The Program will use these competencies as the basis of its curriculum, course content, learning objectives and teaching and assessment methods (CAHME Eligibility Requirements and Accreditation Criteria Revisions, Section III.A.1). The competencies identify the most important types of knowledge and skills that APU's Graduate Healthcare Administration students are expected to acquire and develop, and they serve as the basis on which students' performance is assessed throughout their time in their program of study. Specifically, the combination of competencies and performance assessments based on the competencies seek to answer the question: What are the most important knowledge and skills that students should demonstrate at graduation based on the learning experiences offered during the program. Accordingly, APU's Master of Science in Healthcare Administration, through the feedback of the programs advisory council and faculty have adopted the American College of Healthcare Executives' (ACHE's) Leadership Competencies for Healthcare Services Managers.

The domain and associated competencies that will be utilized for performance assessment in this course are:

1. Leadership
    1. Leadership Skills & Behavior

2. Professional & Social Responsibility
    1. Ethical Conduct & Social Consciousness
3. Health & Healthcare Environment
    1. Health Systems & Organizations
4. Business
    1. General Management
    2. Laws & Regulations

Course Objectives	Competencies & Performance Levels	Assessment
CO 1: Relate key elements of operational management to the role of the healthcare administrator.	• **General Management (C)** • **Leadership (C)**	• **Discussion Topics** • **Midterm Exam** • **Final Project** • **Final Exam** • **Quizzes**
CO2: Describe strategic management processes to assess organizational assets, analyze future trends, and strategically manage fiscal, material, and human for organizational success.	• **Health Systems & Organizations (C)** • **General Management (C)** • **Leadership (C)**	• **Discussion Topics** • **Midterm Exam** • **Final Project** • **Final Exam** • **Quizzes**
CO3: Discuss change management principles in implementing strategic plans and project management.	• **Leading Change (C)**	• **Discussion Topics** • **Midterm Exam** • **Final Project** • **Final Exam** • **Quizzes**
CO4: Describe basic elements of project management.	• **General Management (C)** • **Leading Change (C)**	• **Discussion Topics** • **Midterm Exam** • **Final Project** • **Final Exam** • **Quizzes**
CO5: Evaluate different methods of quality improvement used in healthcare settings.	• **General Management (C)** • **Ethical Conduct & Social Consciousness (C)** • **Laws & Regulations (C)**	• **Discussion Topics** • **Midterm Exam** • **Final Project** • **Final Exam** • **Quizzes**

Outline

Week 1: Foundations & Leading Change

Learning Outcomes

Weekly Objective(s):

LO1: Define healthcare management

LO2: Compare and contrast leadership and management

LO3: Understand why healthcare leaders need to act in an ethical manner

LO4: Understand the method used to analyze case studies

Required Readings

- Transforming Health Care : Virginia Mason Medical Center's Pursuit of the Perfect Patient Experience

    Chapters 1 & 2

- The Well-Managed Healthcare Organization, Ninth Edition

    Chapters 1 & 2

Assignments

1.) Introduction Post

In 250 words, introduce yourself to the class. Tell us about your goals, interests, and what you want to accomplish in learning. Submit your main response by midnight ET, Day 7, and respond to at least two other students' posts by midnight ET, Day 7. Refer to Discussion Grading Rubric.

2.) Week 1 Quiz

Recommended Optional Reading
Recommended Media

Week 2: Quality Improvement

Learning Outcomes

LO1: Describe healthcare quality using the Baldrige criteria

LO2: Analyze health disparities

LO3: Assess models of quality improvement

LO4: Explain cultural proficiency programs

Required Readings

- Transforming Health Care : Virginia Mason Medical Center's Pursuit of the Perfect Patient Experience

    Chapter 3

- The Well-Managed Healthcare Organization, Ninth Edition

    Chapter 3

Assignments

1. Week 2 Discussion

2. Week 2 Quiz

Recommended Optional Reading
Recommended Media

Week 3: Organizational Dynamics & Governance

Learning Outcomes

CO2. Examine current trends related to healthcare administration.

CO4. Assess strategies for creating efficient and effective organized delivery systems.

Required Readings

- Transforming Health Care : Virginia Mason Medical Center's Pursuit of the Perfect Patient Experience

  Chapter 4

- The Well-Managed Healthcare Organization, Ninth Edition

  Chapters 4 & 5

Assignments

1. Week 3 Discussion

2. Week 3 Quiz

Recommended Optional Reading
Recommended Media

Week 4: Healthcare Workforce

Learning Outcomes

LO1: Distinguish between the various credentialing needed for healthcare practitioners and professionals

LO2: Analyze ways to control turnover within the healthcare organization

LO3: Explain the function of human resource management

LO4: Differentiate team types, task forces, and committees

Required Readings

·Transforming Health Care : Virginia Mason Medical Center's Pursuit of the Perfect Patient Experience

Chapter 5

·The Well-Managed Healthcare Organization, Ninth Edition

Chapters 6, 7 8 & 11

Assignments

1. **Week 4 Discussion**

2. **Midterm Exam**

Recommended Optional Reading

Recommended Media

Week 5: Population Health

Learning Outcomes

CO3. Differentiate key components of the healthcare delivery system.

Required Readings

- Transforming Health Care : Virginia Mason Medical Center's Pursuit of the Perfect Patient Experience

  Chapter 6

- The Well-Managed Healthcare Organization, Ninth Edition

  Chapter 9

Assignments

1. Week 5 Discussion

2. Week 5 Quiz

Recommended Optional Reading
Recommended Media

Week 6: Healthcare Environment

Learning Outcomes

LO1: Compare and contrast ethics and law

LO2: Identify legal issues such as malpractice and the impact on healthcare managers

LO3: Differentiate fraud and abuse

LO4: Explain penalties for violating laws and acts specific to healthcare

Required Readings

- Transforming Health Care : Virginia Mason Medical Center's Pursuit of the Perfect Patient Experience

  Chapters 7 & 8

- The Well-Managed Healthcare Organization, Ninth Edition

  Chapter 12

Assignments

1. Week 6 Discussion

2. Week 6 Quiz

Recommended Optional Reading
Recommended Media

Week 7: Financial Management of Healthcare

Learning Outcomes

LO1: Explain concepts of healthcare financing including health insurance

LO2: Assess the impact of healthcare reform on healthcare managers

LO3: Identify the primary methods of healthcare reimbursement

LO4: Compare and contrast the types of budgets used in healthcare

Required Readings

- Transforming Health Care : Virginia Mason Medical Center's Pursuit of the Perfect Patient Experience

    Chapters 9 & 10

- The Well-Managed Healthcare Organization, Ninth Edition

    Chapter 13

Assignments

1. **Week 7- Final Assignment**

Recommended Optional Reading
Recommended Media

Week 8: Marketing & Strategy

Learning Outcomes

LO1: Describe strategic planning

LO2: Analyze the strategic planning process

LO3: Conduct a SWOT analysis

LO4: Understand the concept of motivation

Required Readings

- The Well-Managed Healthcare Organization, Ninth Edition

    Chapters 10, 14 & 15

Assignments

1. Week 8 Discussion

2. Final Exam

Recommended Optional Reading
Recommended Media

Evaluation

Grading:

Name	Grade %
Discussions	20.00%
Week 1: Introduction	2.86%
Week 2: The Toyota Mantra	2.86%
Week 3: Standard Work	2.86%
Week 4: Mrs. Mary McClinton	2.86%
Week 5: Ambulatory Care Breakthrough	2.86%
Week 6: The Ambulatory Surgical Experience	2.86%
Week 8: The End of the Journey	2.86%
Final Assignment	40.00%
Week 7 Final Assignment	40.00%
Exams	25.00%
HCAD650FinalExam	12.50%
HCAD650Midterm	12.50%
Weekly Quizzes	15.00%
HCAD650Week1Quiz	4.29%
HCAD650Week2Quiz	2.14%
HCAD650Week3Quiz	4.29%
HCAD650Week5Quiz	2.14%
HCAD650Week6Quiz	2.14%

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Book Title: Transforming Health Care : Virginia Mason Medical Center's Pursuit of the Perfect Patient Experience (Ebook available in the APUS Online Library)

Author: Kenney, C. and Virginia Mason Clinic

Publication Info: Productivity Press Lib

ISBN: 9781563273759

Book Title: The Well-Managed Healthcare Organization (Ebook available in the APUS Online Library)

Author: John R. Griffith and Kenneth R. White

Publication Info: Health Administration Press Lib

ISBN: 9781640550582

Course Guidelines

Citation and Reference Style:

Students will follow the American Psychological Association (APA) manual (7th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (7th ed). See http://www.apastyle.org and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx. Also see the APUS APA Style web page. This is a great resource to bookmark!

Websites:

Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files:

When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or another appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 7th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy: http://www.apus.edu/student-handbook/university-policies-and-honor-code/academic-dishonesty.html

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation. You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, **please contact me before the due date** so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points

deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of colorcoding or other visual effects will not translate in your e-mail messages.
- Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

Discussions

Students are required to participate in the discussions each week. Replies must be posted in the week due and replies after the end of each week will not be graded. The Discussion Topics are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to more than (2) of your classmates in each forum by 11:55pm, ET, Sunday.
- Responses to classmates are significant to advance the forum. An initial post must precede the response posts to peers.

An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to forum being graded. This means the highest grade possible for a late submission of 3 days, is 70%.

Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a 10 percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days the maximum grade the student can achieve with a late submission will be a grade of 70% ("C-"). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.

- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)

- [Extension Requests](#)

- [Academic Probation](#)

- [Appeals](#)

- [Academic Dishonesty / Plagiarism](#)

- [Disability Accommodations](#)

- [Student Deadlines](#)

- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.