

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6342 - Human Resource Management for Health Services Managers (3 credit hours)
 Spring: 2021
 Delivery Format: Hyflex

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Prerequisites - *permission of instructor*

PURPOSE AND OUTCOME

Course Overview:

This course provides a foundation of knowledge and skills needed for effective management in complex health services organizations. Focus on human resource acquisition, retention, and exit, as well as labor relations issues. Students will be exposed to key laws, issues and concepts related to HR management.

Relation to Program Outcomes:

The above objectives of the course are designed to contribute to the understanding and application of key competencies for the MHA program. The objectives contribute to the following program competencies:

- Incorporate principles and tools of human resources management, organizational behavior, and change management to achieve organizational goals. (HOP-4)
- Interpret, monitor, and comply with laws and regulations that protect health practitioners, organizations, and the public. (HEC-2)
- Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services. (HOP-3)
- Apply effective and appropriate oral and written communication vehicles. (LP-3)
- Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results. (LP-2)

Course Objectives and/or Goals:

At the conclusion of the course, students should meet the following objectives that relate to the designated competencies:

- Understand various human resource challenges that can be encountered in a variety of healthcare settings.
- Discuss human resources principles and concepts as they relate to organizations, including in health services organizations.
- Apply knowledge to understand, analyze and discuss common human resource issues in healthcare.
- Develop and implement human resource strategies that can be utilized to solve various management and operational issues.

Instructional Methods

The course will be taught primarily through synchronous discussion and lecture format. Your participation in the class is vital to its success. I expect you to be prepared and ready to participate in

each class. If voluntary participation lags, I will call upon students at random. As you learn about human resource management, you will learn to make good arguments from the view of the employer and the employee, even if you disagree with a particular point of view. By working through both sides of employment issues, you will be able to respond knowledgeably about HR management issues.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)
1	1/11/21	Syllabus Review, Chapter 1 – Overview Chapter 2- How HR Fits
2	1/18/21	No Class - Holiday
3	1/25/21	Chapter 3 – Legal Framework Chapter 18 – Ethics
4	2/01/21	Chapter 4 – HR Activities Chapter 5 – Manager-Employee Relationship
5	2/08/21	Chapter 6 – Position Descriptions
6	2/15/21	Chapter 7 – Employee Relations
7	2/22/21	Chapter 8 – Compensation and Benefits
8	3/01/21	Chapter 9 – Performance Management
9	3/08/21	Chapter 10 – Succession Planning Chapter 11 – Training
10	3/15/21	Chapter 12 – Recruitment Chapter 13 – Selection
11	3/22/21	Chapter 14 Managers & Employee Problems Chapter 19 – Social media
12	3/29/21	Chapter 15 – Addressing Problems
13	4/05/21	Chapter 16 – Terminations Chapter 17 – Documentation

Week	Date(s)	Topic(s)
14	4/12/21	Chapter 20 – Labor Unions Chapter 21 – Arbitration
15	4/19/21	Chapter 21 – Use of Consultants Chapter 22 – Maintaining an Effective HR Dept.

Course Materials and Technology

Textbook:

Charles R. McConnell, Human Resource Management in Health Care: Principles and Practice. Third Edition. 2021.

Online Resources:

Society for Human Resource Management (SHRM) - www.shrm.org Occupational Safety and Health Administration (OSHA) - www.osha.gov US Department of Labor - www.dol.gov

Additional Materials:

Selected supplemental case studies and human resources management articles will be posted on Canvas. You are responsible for all supplemental readings. Supplemental material will be discussed in class and included on tests.

Power point presentations will be posted on the course website however will not always be available before class. Material provided in the power point presentations is intended to supplement the course material and information discussed in class.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

HR in 8 Team Presentation:

The field of Human resources changes every day. Developments and issues are in the news virtually every day. Leaders must stay abreast of these changes and the impact to the organization. Teams will seek out current issues and bring them to class. On an assigned day, teams will present no more than eight minutes on news or other events related to the field of human resources that has been reported in the past six months. Presentations will include a summary of the news and why it is significant. An additional 10-15 minutes should be allowed for questions and discussion led by the team, which will also contribute towards the class participation grades. PowerPoint or other presentation format may be used, and a citation for the article(s) or other source materials should be uploaded to Canvas, before class starts.

Case Analysis Team Presentation:

Each team will be provided two employment scenarios (case studies) with limited facts. Each scenario will have accompanying questions to be researched and answered by the team. Research may include applicable laws, best practices, ethical considerations, current issues in employment and organizational behavior principals. On the assigned date, the team will present both of their scenarios to the class and provide their summary of the issues based on the questions presented. Each member of the team should be prepared to answer additional questions from the class related to various aspects of their scenarios. The team may use a power point to help facilitate the discussion. Make sure to cite relevant cases or sources relied upon in the

analyses.

The grade for the HR analyses will be given to each member of the team. The HR analyses will be evaluated based on a rubric posted on Canvas. In some cases, there is no “right” answer. For any answer that is chosen or argued, justify your answer in the law or sound, ethical reasoning. Also, your answers should be consistent with any of your assumptions (which should be stated clearly in your presentation), and consider the precedent of your decision making.

Tests:

Several days before each test, I will send an email regarding the upcoming test, including the information covered and test format. Generally, the tests are multiple choice format and may include questions requiring a short answer. The tested material includes the power points, lectures and discussions, team presentations, and the assigned readings in the textbook and supplemental readings. The tests focus on the information presented since the previous test; meaning, the tests aren’t cumulative. However, the concepts learned in the beginning of class are built upon and may be considered in subsequent tests.

Case Study Individual Paper:

As a culmination of this course and your program, this individual assignment draws on the course of objects as they relate to the key competencies for the MHA program. You will receive a case study, which will be posted on Canvas. Read the background information and scenario and then answer the questions on page 12.

Each student must turn in:

- A four to five page document answering all five (5) questions from the scenario
- A resources page identifying sources for used in support of your answers. Resources should include a variety of sources.

In some cases, there is no “right” answer. For any answer that is chosen or argued, justify your answer in the law or in sound, ethical reasoning. Also, your answers should be consistent with any of your assumptions, which should be stated clearly in the paper, and consider the precedent of your decision making.

Final Exam:

Over the course of this semester, we will be identifying and discussing the current human resources challenges facing healthcare organizations. Your final exam will to be write a position paper in which you will address the following areas:

Part I: Identify which HR challenge you believe healthcare organizations need to focus on most and defend your position. Your grade will be determined on how well you describe the issue and how well you construct your argument as to why this area is most important. **You should be prepared to cite data to support your argument from the literature, current events, or even your current organization to make the case as to why this is a critical challenge for HR to address.**

Part II: Using resources from class, industry, and the literature, **research and** propose a possible solution(s) as a matter of best practice. **You should define the best practice, describe the best practice, propose an implementation plan, and discuss how you would assess and measure the efficacy of the problem**

This paper will not be graded by length, but rather on the definition of your position, strength of your argument, evidence in support of your argument and the proposed solution.

Grading

Requirement	Due date	Points
Test 1	February 28	10 points
Test 2	April 18	10 points
HR in 8 (Team)	As assigned	10 points
Case Analysis	As assigned	10 points
Case Study	April 4	20 points
Final Exam	April 25	30 points
Participation	Each class	10 points

Point system used (i.e., how do course points translate into letter grades).

Example:

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance and Make-up Work:

Students are expected to attend and be prepared for all scheduled class sessions. Personal issues related to class attendance or fulfillment of course requirements will be handled individually. An attendance code will be given at the beginning of each class. You are responsible for signing in to Canvas during each class whether you arrive on time or late. Class attendance is considered when grading participation.

Late Policy:

Only with permission and based on exigent, excusable circumstances will I accept late assignments. I reserve the right to penalize late assignments as deemed appropriate. If you anticipate turning in an assignment late, notify me with as much advanced notice as possible.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to arrive for class on time, be prepared and ready to participate in class discussions. Students must silence all electronic devices, including cell phones. I reserve the right to limit the use of electronic devices, such as tablets and laptops in the classroom.

Communication Guidelines

It is important to recognize that the same communication expectations apply to residential and online classrooms. High standards are expected when you communicate with instructors and classmates.

More information can be found at https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE_Netiquette_Guide.pdf

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

On Campus Face-to-Face

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements.
- Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will

provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:

(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

