The mission of SFASU’s Health Science Program is to provide quality academic education and structured professional experiences designed to prepare students to promote health and enhance the quality of life for individuals and their communities.

Prerequisites: None

I. Course Description: This course will give an overview of the various aspects of healthcare administration. Students will be introduced to a broad range of topics in order to increase their understanding of American healthcare, including but not limited to: healthcare policy, finance, law, IT, organizational behavior, marketing, ethics, physician relations and HR. Students will also learn about job opportunities within healthcare administration and how the field is evolving, as well as graduate school opportunities.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
Community Health Program
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

EC-12 Health Program
1. The student will be able to plan and evaluate classroom based health instruction.
2. The student will be able to demonstrate health content knowledge.
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management.
4. The student will be able to communicate health education concepts to audiences of varying ages.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes:
By the end of this course students should be able to:
1. Identify and understand the role of a modern-day healthcare administrator.
2. Develop an understanding of the US healthcare system, healthcare policy, its history and current issues, including the Affordable Care Act.
3. Develop an understanding of healthcare finance; including how various forms of insurance work, managing costs, revenue cycle, and performing to budgets.
4. Identify and describe various service lines and modalities in healthcare.
5. Develop an understanding of the roles of management and leadership in healthcare, addressing several OB and HR challenges and functions.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
   A. In-class activities and participation assignments (100 total points)
Participation is NOT merely attendance. Students are expected to be prepared to discuss, write, or answer questions about topics assigned as per the below schedule. Participation assignments will be done during class time; while other assignments will need to be completed outside of the class. These assignments will provide an opportunity to refine critical thinking skills by exploring controversial topics related to class, share ideas, listen to peers, and reflect on your own ideas.

**Respect and Privacy** is extremely IMPORTANT: Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions as well as respect the privacy of students’ who share their thoughts and experiences in class. If you do not show respect for others in the course, you may be asked to leave or steps may be taken to permanently remove you from the course (see the Student Conduct Code, policy D-34.1).

**Planned participation assignments include:**

1. **Healthcare Article (10 points)** – Each student will pick a date to present a current healthcare article (regarding policy, administration, law, finance, technology/IT, HR, etc.) that he/she researched to the class. Presentations should take roughly five to ten minutes (including Q&A) and may include a slide presentation. Students should debrief the article as well as share their thoughts and opinions as to what they think about the issues at play. They should be prepared for class Q&A as well. Students also need to turn in one typed multiple-choice question from the article that could be used on an exam. Acceptable articles may come from the following sources: The New York Times, The Washington Post, The LA times, The Wall Street Journal, Modern Healthcare, Kaiser Family Foundation, Becker’s Hospital Review as well as any peer reviewed periodical found through SFA’s library database. If a student would like to use a different article or source, he or she needs to first get instructor approval.

2. **Healthcare Debate (25 points)** – Students will break into teams of three to plan and prepare for a healthcare debate. After students have selected teams, they choose a date, subject and position as written on the syllabus schedule. The format will be as follows: 10 minutes for each team to present initial arguments, and two 5 minute periods for rebuttal. They need to be prepared for class Q&A as well. Students will be graded on how prepared and thoroughly researched/thought-out they are for the debates. **Although you will be able to bring notes with you for the debate, you will be expected to and graded on your ability to put your arguments into your own words.**

B. **Exams (100 points each, total of 200 points)**

   There will **two (2)** exams administered throughout the course. Each exam will be worth 100 points and will cover all material and chapters covered according to the syllabus schedule below as exams will not be cumulative.

C. **Healthcare Institutional Management Paper & Presentation (100 points)**

   Students will pair up and choose a healthcare or hospital service line/modality/entity of interest to study and research. Examples to choose from include: Med/Surg unit, ICU & Cath Lab, Emergency Department, OR/Surgery Department, Pharmacy, Women’s Center/L&D/Nursery, Cancer Center (Radiation, Chemo & surgery), Imaging, Psychiatric unit, Ambulatory Surgery Centers, Physical Therapy (including occupational therapy and speech therapy), Urgent Care Centers, and/or Nursing Homes. If students would like to choose a different topic, they need to first get instructor approval. **Students must** do a tour and perform **at least one** in-person interview with a clinician or director from their chosen unit. In addition to displaying a well-rounded knowledge of the Unit your group is researching, the paper/presentation should cover the following aspects: Current issues/hot topics, Services provided, Management and organization (organizational chart, reporting, structure, etc…), Staffing (training, education, salaries, etc.) Regulations/compliance (JCAHO, other, …) Financial management, Patient care committees (if applicable), Top 5 commonly used administrative/medical terms (with their explanations). The paper should be 8-10 double spaced pages. The presentation (Powerpoint or Prezi) should be 15-20 minutes in length. Each pair must also submit 3 multiple-choice questions that could be used on an exam.

D. **Extra Credit Opportunity (Up to 30 points)**


**Methods of Instruction:**
The course syllabus, course assignments, mail, and grades will be available on the Desire2Learn (D2L) web page. Students are expected to check the homepage and web mail regularly (D2L.sfasu.edu). Lectures will be in-person, held in room 223 HPE and students are expected to be in attendance, arrive on-time, be fully prepared, and participate.

IV. Evaluation and Assessment (Grading):
   Evaluation Criteria:
   In-class activities and participation assignments.......................... 100 points = 25%
   Healthcare Institutional Management Paper/Presentation…… 100 points = 25%
   Exams (2).................................................................................................... 200 points = 50%
   
   Grade Scale (Point Breakdown):
   A = 90% and above (358+)
   B = 80-89% (318-357.99)
   C = 70-79% (278-317.99)
   D = 60-69% (238-277.99)
   F = Below 59% (237.99 & below)

   400 points = 100% TOTAL

V. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic:</th>
<th>Due:</th>
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<tbody>
<tr>
<td>1</td>
<td>January 19th</td>
<td>Course Syllabus, Class Expectations, History of US Healthcare, Chapter 1: Overview of Healthcare Management Escape Fire</td>
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<tr>
<td>2</td>
<td>January 26th</td>
<td>Chapters 2-3: Leadership, Management and Motivation, Bitter Pill: Part 1 – “Routine Care” Discussion, Escape Fire</td>
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<tr>
<td>3</td>
<td>February 2nd</td>
<td>Chapter 4: OB and Management Thinking, Bitter Pill: Part 2 – “Medical Technology’s Perverse Economics” Discussion, Debate #1: Healthcare is a privilege vs. a right</td>
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<td>4</td>
<td>February 9th</td>
<td>Chapter 5: Strategic Planning, Bitter Pill: Part 3 – “Catastrophic Illness” Discussion, Debate #2: For-profit healthcare is a good thing vs For-profit healthcare is bad thing</td>
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<td>5</td>
<td>February 16th</td>
<td>Chapter 6: Healthcare Marketing, Bitter Pill: Part 4 – “When taxpayers pick up the tab” Discussion, The ACA, Debate #3: For vs Against rationing healthcare for the sick and elderly in America</td>
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<tr>
<td>6</td>
<td>February 23rd</td>
<td>Chapter 7: Quality Improvement, The ACA, Debate #4: GOP healthcare solutions vs the ACA</td>
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<td>7</td>
<td>March 1st</td>
<td>Chapter 8: IT, Debate #5: Bernie Sanders’ Healthcare plan vs the ACA, Exam #1 Review</td>
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<td>8</td>
<td>March 8th</td>
<td>Exam #1</td>
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<td>9</td>
<td>March 15th</td>
<td>Spring Break Holiday</td>
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<tr>
<td>10</td>
<td>March 22nd</td>
<td>Chapter 9: Healthcare Finance and Insurance, What is an ACO? Healthcare Institutional Management Presentation(s)</td>
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<tr>
<td>11</td>
<td>March 29th</td>
<td>Chapter 10: Managing Costs and Revenues, Healthcare around the world, Healthcare Institutional Management Presentation(s)</td>
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<tr>
<td>12</td>
<td>April 5th</td>
<td>Chapter 11: Managing Healthcare Professionals, Healthcare around the world, Healthcare Institutional Management Presentation(s)</td>
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<tr>
<td>13</td>
<td>April 12th</td>
<td>Chapter 12: Strategic Management of Human Resources, Healthcare Institutional Management Presentation(s)</td>
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</table>
VI. Required Readings and Course Website:
2) Bitter Pill: Why Medical Bills Are Killing Us – Time Magazine (February 20, 2013)
3) Required readings in the form of journal articles, websites, and other scholarly material may be assigned based on the topics discussed in the course. These will be announced ahead of time and posted on D2L.
4) D2L

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1) Course and program improvement, planning, and accreditation; 2) Instruction evaluation purposes; and 3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
- **Class Attendance and Excused Absence: Policy 6.7**
  Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade, thus attendance, tardies and/or leaving early will be recorded. Students should contact the Judicial Office (Rusk Bldg., Room 315 or 936-468-2703) and provide documentation for excused absences. I DO NOT want to see the documentation, for an excused absence - it must come from the Judicial Office for it to be excused. Students will be allowed to makeup 3 weeks (9 days for a MWF course or 6 days for a TTh or MW course) of coursework for documented excused absences as stated by the university attendance and excused absence policy found at [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp).

- **Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
  To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

- **Student Academic Dishonesty: Policy 4.1**
  Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

  **Definition of Academic Dishonesty**
  Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
  - using or attempting to use unauthorized materials on any class assignment or exam;
  - falsifying or inventing of any information, including citations, on an assignment; and/or;
  - helping or attempting to help another in an act of cheating or plagiarism.

  Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

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SFASU Department of Kinesiology and Health Science

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Assignment</th>
<th>Readings</th>
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<tbody>
<tr>
<td>14 April 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapters 13-14: Teamwork &amp; Addressing Health Disparities Healthcare Institutional Management Presentation(s)</td>
<td>Buchbinder/Shanks – Ch 13-14</td>
</tr>
<tr>
<td>15 April 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 15: Ethics and Law Graduate School &amp; Career Track Prep/Discussion Healthcare Institutional Management Presentation(s)</td>
<td>Buchbinder/Shanks – Ch 15</td>
</tr>
<tr>
<td>16 May 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Chapter 16: Fraud and Abuse Final Exam Review Healthcare Institutional Management Presentation(s)</td>
<td>Buchbinder/Shanks – Ch 16 Institutional Management Paper Due</td>
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<tr>
<td>17 May 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Finals Week: Final, May 10&lt;sup&gt;th&lt;/sup&gt; from 6:45 – 9:15</td>
<td>Exam #2</td>
</tr>
</tbody>
</table>
submitting an assignment as one's own work when it is at least partly the work of another person;  
submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,  
in incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

- **Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

- **Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

- **To Complete Certification/Licensing Requirements in Texas Related to Public Education, You Will Be Required to:**
  1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due February 1, 2013. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
  2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
  3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**IX. Other Relevant Course Information:**

- Late Assignments will not be accepted
  - Without prior approval
  - Except for unforeseen circumstances (appropriate documentation required)

- Class participation and professional class conduct are required
  - No text messaging. Cell Phones should be turned off
  - No laptop computers
  - Headphones should be out of ears/put away before class begins
  - No newspapers, books, MP3 players, etc.
  - No private conversations

- Assigned readings should be completed prior to class

- **New Live Text Statement**

  - This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of
Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.