



**MAN 3093 - Healthcare Management
COURSE SYLLABUS**

Semester	Spring 2023
Class Meeting Days	Asynchronous throughout the Spring 2023
Class Meeting Time	N/A
Class Meeting Location	Online/Canvas
Instructor	Dr. Sandy Weiss, DBA, MBA-HCM, RN, CPHQ, CPPS, CSM, PMP
Email	ssweiss@usf.edu
LinkedIn	www.linkedin.com/in/sandysingletonweiss
Teaching Assistant (TA)	Catalina Tiamson, MEd
TA Email	ctiamson@usf.edu
Office Location	MS Teams Meeting
Office Hours	As needed, virtually, by appointment only. <i>Please reach out and we will find a time to meet!</i>
*Please see the section of the syllabus that outlines expectations for email etiquette. Also, please CC our TA on all email correspondence.	

Course Description:

This course is designed to explain fundamental management principles and how they are applied to the healthcare setting. Since there are no required prerequisites for this course, it provides a general framework and an introduction to management principles and unique issues that managers within the healthcare industry may face. This course lays the foundation for managers within organizations that deliver high quality healthcare. Course goals are met through reading assignments, discussion posts, and assessments.

Course Objectives:

Upon completion of this course, students should be able to:

- 1) Appreciate the unique characteristics, requirements, and emerging trends related to health care management.
- 2) Explain various roles and components commonly associated with managing within a health care environment.
- 3) Understand the industry dynamics that drive medical practice sustainability and profitability.
- 4) Develop a logical and systematic process for identifying problems and opportunities related to managing health care organizations.
- 5) Demonstrate the capacity to act strategically when managing within the realm of health care.
- 6) Integrate knowledge from previous coursework and experiences to add value to the skillset of managing a health care firm.
- 7) Enhance leadership and organization skills by setting realistic cohesive priorities and expectations.
- 8) Have a better understanding of how to think and act like a health care manager!

Course Prerequisites:

None!

Required Textbook:

Buchbinder, S. B., Shanks, N. H., & Kite, B. J. (2021). Introduction to health care management. Burlington, MA: Jones & Bartlett Learning. Fourth Edition. (ISBN: 9781284156560).

Link to publisher page: <https://www.jblearning.com/catalog/productdetails/9781284156560>

The electronic edition is an acceptable alternative to the hard copy.

Supplementary (Optional) Texts and Materials:

Supportive learning material is provided in the table that reviews the weekly assignments. If you find links not working or have questions about any of the resources, please reach out to your professor.

How to Succeed in this Course:

Submit all assignments timely and stay engaged in the discussion posts. If you are struggling, communicate early and often with your professor. If you feel that you will struggle with deadlines and due dates or choose to not abide by the terms of this syllabus, please drop this course.

Academic Continuity:

During any semester, there is a possibility the course may be disrupted, whether due to continued pandemic or hurricane season. Please check Canvas regularly for any pertinent updates regarding this.

Communication:

There is a FAQ section/discussion in Canvas for you to post questions about the course that you have. Peers/classmates are encouraged to answer questions, if the answer is known. Please carefully review the syllabus before posting a question. If a question is personal in nature, or something you are not comfortable posting in FAQ, please email your instructor with CC to our TA.

Please see professionalism section regarding email etiquette. While responses are generally within one business day, please **allow up to three business days for a response**. If by chance I do not respond, please do not take it personally, it is not intentional! If that occurs, please email me again! Also, make sure you have my email address correct ssweiss@usf.edu.

Grading Scale

Grade	Points	Grade	Points	Grade	Points
A	> 930	B-	800-829	D+	670-699
A-	900-929	C+	770-799	D	630-669
B+	870-899	C	730-769	D-	600-629
B	830-869	C-	700-729	F	≤ 599

There will not be rounding of your grade, please do not ask. You are responsible for knowing how you are doing in the course; your grade is determined by your output. You are expected to carefully read the syllabus and the rubric for each assignment. If you have questions about assignments, you are encouraged to reach out well in advance of due dates.

Assignment Type (n)	Total Points	Overall Percentage (%)
Syllabus Quiz (1)	10	1
Introduction (1)	40	4
Discussion Posts (10)	700 (70 points each)	70
Exams (5)	250 (50 points each)	25
Extra Credit (1)	5	n/a

Weekly breakdown of assignments/points

Week	Chapter (s)	Intro Video	Syllabus Quiz	Discussion Post	Exam	Weekly Points
1	1	40	10			50
2	2 & 3			70		70
3	4			70		70
4	NA				50	50
5	5 & 6			70		70
6	7			70		70
7	NA				50	50
8	8			70		70
9	9 & 10			70		70
SPRING BREAK						
10	NA				50	50
11	11			70		70
12	12 & 13			70		70
13	NA				50	50
14	14 & 15			70		70
15	16 & 17				50	50
16				70		70
Totals	=	40	10	700	250	1000

No assignments are weighted. Each assignment is worth a certain number of points, the points of all assignments equal 1,000 (thus accounts for 100% of your final grade).

*****Note that assignments and information within this syllabus are subject to change at the discretion of the instructor. If changes are made, you will receive communication via an announcement on Canvas. It is the responsibility of the student to check Canvas daily!***

Assignment Overview**

Syllabus Quiz:

THIS IS USED TO TAKE FIRST DAY ATTENDANCE AND MUST BE TAKEN BY MIDWEEK on the FIRST WEEK OF THE SEMESTER. YOU WILL BE MARKED ABSENT (and subsequently dropped) FROM THE CLASS IF YOU DO NOT COMPLETE THIS TIMELY. The quiz is open book (e.g., use your syllabus!), and you may take it two times. The highest score will be retained and recorded. More information can be found on Canvas.

Introduction:

Since this is an online course, our interaction is somewhat limited compared to a face-to-face classroom setting. We will kick the semester off by posting video introductions. Please introduce yourself; feel free to share any personal details you would like with the class (not mandatory), what your major is, what you hope to accomplish or learn by the end of the semester, any fears or concerns you have going into the semester, and what you are most excited to learn about! Please also include any academic or career goals that you would like to share with the class. **In addition to the video, you must provide a typed summary within the body of the discussion (or ensure that your video utilizes closed captioning).** This assignment is graded based on completion. While responses to other students are not required, they are strongly encouraged! Late submissions for this assignment will result in a zero, emailing the assignment to Dr. Weiss does not count as a submission. It is your responsibility to upload your assignment timely. If you have problems uploading your video, please reach out to IT.

Here are instructions on how to post a video within the discussion (you may also use your own YouTube account if you choose to):

<https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-record-media-using-the-Rich-Content-Editor-as-an/ta-p/864>

Discussion Posts (Initial Discussion Post and Post Responses):

Successful completion of this course requires that you actively participate in discussion posts (assigned in the module and post prompts are detailed in the table at the end of this document). Since we do not “meet” as a class, these discussion posts are designed to make the course engaging and highly interactive!

You are expected to submit your initial post prior to midnight (eastern time zone) on Wednesday within the week of the specific module, and you must respond to two classmates’ posts prior to midnight on Sunday of that same week (11:59pm ET) unless otherwise noted in Canvas via announcement or post. *You must submit your post text within the discussion board, not as a Word doc, attachment, or email to the instructor.*

Posts must utilize references and be substantial, significant, and completely address all elements of the prompt. A few sentence initial post or post response is not acceptable, and your grade will reflect this. Aim to provide a minimum of two reference for initial posts and responses. You are expected to cite the textbook and any other supplemental material used as a resource in your post.

The earlier you post, the more time everyone has to create thoughtful, rich, and detailed post responses. It also allows your instructor more time to read and assist with the development of a more robust understanding of the topic. **You may post up to two weeks in advance;** the modules will be open, and the discussion will be available to you ahead of time. **Late initial posts will be accepted until Sunday at 11:59pm of the week they are due, but there is a 20% penalty per day! Late post responses will NOT be accepted.** (e.g. if you post your initial post Thursday, the highest grade possible is 80% on that portion of the assignment, and if you post on Sunday the highest possible score you can receive for that position of the assignment is 20%) You should anticipate seeing a grade approximately three business days after the deadline has closed (*by Wednesday evening*), though that is subject to change depending upon the instructor’s schedule. If the posting of grades is significantly delayed, you will be notified via an announcement in Canvas.

CAREFULLY REVIEW THE RUBRIC (attached in the module). To receive 100% you must go BEYOND the minimum requirements.

If you are struggling with deadlines, please reach out to your instructor BEFORE reaching an assignment deadline.

Exams:

You are encouraged to not wait until the last day or final hours to take the exam or quizzes; they will be available for you to take approximately one week prior to the due date. It is the responsibility of the student to complete all assigned readings and be prepared! You must use Honorlock for these exams! These assessments will cover material from the chapters noted in the schedule. *You will NOT receive a study guide for exams or quizzes, but they are OPEN BOOK (electronic or paperback/physical copy OK).* While they are open book (book, notes, and PowerPoints), they are timed, so please complete readings before attempting to take the exam (time details noted in the module). The questions may be a mix of multiple choice and true/false.

If you experience technical difficulties, do not contact your instructor. You must reach out to Honorlock or USF IT (depending upon the issue). Note, this is another great reason to take the exam as early as possible.

All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period.

Online exams within this course require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor. Students must ensure that any recordings do not invade any third party privacy rights and accept all responsibility and liability for violations of any third party privacy concerns. Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring you can visit the [online proctoring student FAQ](#).

For all writing in this course:

Please use APA formatting for citing sources in your posts and APA format for any writing assignments:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

Writing resources that you are encouraged to utilize:

USF Online Writing Tutoring

This resource receives your work and then takes 1-2 days to turnaround back to you. You will not be able to dialogue with the tutor who will spend an hour max on reviewing your work. Click

the link below to see the instructions, submission format requirements, and more details about this resource.

<https://www.stpetersburg.usf.edu/student-life/student-success-center/writing/writing-tutoring.aspx> (Links to an external site.)

If you have questions after receiving your work back, it is advised to schedule a live Academic Writing Session (link below). There are limited appointments, and for the month of November only the first three Wednesdays are currently available. If you think you will need assistance based on the feedback you received last week, we recommend you preschedule an appointment in anticipation of that.

Schedule a live Academic Writing Session with a USF St. Pete Online Tutor:

https://outlook.office365.com/owa/calendar/USFSPOnlineTutoringSummer2020@usfedu.onmicrosoft.com/bookings/s/m87g96dNwECST_T-UrwhQ2 (Links to an external site.)

Please schedule meetings in anticipation of needing assistance since there is limited assistance available.

Grammarly for grammar and spelling checks:

<https://www.grammarly.com/> (Links to an external site.)

This is an automated resource you can submit your work to and receive instant feedback.

Citation Assistance

<https://lib.stpetersburg.usf.edu/Citations> (Links to an external site.)

Instructor Feedback Policy & Grade Dissemination:

Grades will be posted to Canvas as quickly as possible. Allow at least one week, up to two weeks, from the assignment due date. If grading will be significantly delayed, you will see an announcement in Canvas.

Course Schedule:

Please see table at the end of this document titled: **Tentative Schedule of Assignments**

Integration of This Course into Your Academic Experience:

You should be aware that some of the work you complete this semester will be used for purposes other than calculating your final course grade. More specifically, different types of assessments are required for us to maintain our accreditation as a university and/or as a college of business. Most of these assessments are done as part of the course and will require no additional work from you as a student. If you have any questions or concerns about this please let me know.

USF Core Syllabus Policies:

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. Be sure to review these online at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Late Work Policy:

There are no make-ups for writing, quizzes, or exams (any assignment in this course). Late initial posts are only accepted as outlined in the rubric, with substantial penalty. No late quizzes, exams, writing assignments, or discussion post responses are accepted in this course. Please work ahead and do not wait until the last minute to submit an assignment.

Extra Credit Policy:

There may be the opportunity for extra credit in this course. Your professor will let you know when or if that opportunity arises. Do not ask your professor for extra credit, that is not appropriate.

***Email Etiquette and Communication Expectations**

- Preferred method of contact is via USF email (ssweiss@usf.edu), do not email your instructor from your personal email account. Your instructor will NOT respond to emails from personal email accounts!
- Please reference the course (MAN 3093) in your email subject line.
- Salutation should be professional (Hi Dr. Weiss, Dear Dr. Weiss, etc. Something along the lines of HEY PROF is not acceptable and may not be responded to. Please be respectful and professional.)
- Before asking a question, please review the syllabus to ensure that what you are asking is not addressed. Be very specific with your question/request. If the question is something that may benefit other students, post it in the course FAQ section in Canvas.
- Please allow up to two business days for a response.

Here are a few links that provide additional guidance on email etiquette:

https://www.colorado.edu/amath/sites/default/files/attached-files/email_etiquette_1.pdf

<https://www.math.uh.edu/~tomforde/Email-Etiquette.html>

<https://academicpositions.com/career-advice/how-to-email-a-professor>

Determination of Final Course Grade

Course Grade	Course Requirements
A	93% or 930 points (up to 1000 points)
A-	90% or 900 points (up to 929 points)
B+	87% or 870 points (up to 899 points)
B	83% or 830 points (up to 869 points)
B-	80% or 800 points (up to 829 points)
C+	77% or 770 points (up to 799 points)
C	73% or 730 points (up to 769 points)
C-	70% or 700 points (up to 729 points)
D	60% or 600 points (up to 699 points)
F	<60% or less than 600 points

Course Format:

This is an asynchronous online course with multiple weekly assignments to keep you engaged and connected to your peers. You are expected to complete all assignments timely and are encouraged to post initial discussion responses early to give your peers additional time to create thoughtful and robust responses to your initial post. This will encourage a collaborative learning environment. There are no lectures in this course, your professor will be highly engaged in the discussion posts. It is recommended that you focus your energy on reading and providing discussion posts and responses that help bring additional context to the discussion. Tap into

your own professional experience to provide life to the discussion. There are also no test prep guides, as the exams are all open book. Remember, discussion posts/responses are worth >50% of your grade.

Rather than solely relying on the text, you are expected to tap into your personal/professional experience and discuss how these principles and readings can be applied to the real world. Your instructor works in industry and will frequently jump in to the discussion to provide additional information or ask questions. If you want limited engagement and an “easy A,” this is not the course for you. While there are no live lectures or class meetings, the discussion posts are intended to bring a level of engagement to the class that is not typically found in an online asynchronous learning environment.

Professionalism Policy:

Email Etiquette and Communication Expectations:

- Preferred method of contact is via USF email (ssweiss@usf.edu). Do not email your instructor from your personal email account. Your instructor will NOT respond to emails from personal email accounts!
- Please reference the course prefix and number, including section in your email subject line
- Salutation should be professional (Hi Dr. Weiss, Dear Dr. Weiss, etc. Something along the lines of Hey, Hey Prof, Mrs. Weiss, or Sandy is not acceptable).
- Before asking a question, please review the syllabus to ensure that what you are asking is not addressed. Be very specific with your question/request. If the question is something that may benefit other students, post it in the course FAQ section in Canvas.
- Please allow up to three business days for a response
- CC our TA, Catalina on your email: Ctiamson@usf.edu

Here are a few links that provide additional guidance on email etiquette:

<https://marktomforde.com/academic/undergraduates/Email-Etiquette.html>

<https://academicpositions.com/career-advice/how-to-email-a-professor>

University Assessment

You should be aware that some of the work you complete this semester will be used for purposes other than calculating your final course grade. More specifically, different types of assessments are required for us to maintain our accreditation as a university and/or as a college of business. Most of these assessments are done as part of the course and will require no additional work from you as a student.

Key Leadership Skill(s) and Perspectives Addressed in This Course:

Numbers indicate levels 0-5.

Communication	Information Technology Skills	Critical Thinking	Ethics and Sustainability	Global and Multicultural Competence
3 (a)	1 (b)	3 (c)	1 (d)	1 (e)

(a) Demonstration of preparation for class with discussion posts and responding to other students posts.

(b) Chapter 8 (Health Information Systems and Technologies), interfacing with Canvas

- (c) Entire course, Chapter 2 (Leadership) Chapter 3 (Management and Motivation) and discussion posts
- (d) Chapter 15 (Laws and Ethics) and Chapter 16 (Health Care Regulation and Compliance)
- (e) Chapter 14 (Addressing Health Disparities: Cultural Proficiency) and Chapter 17 (Special Topics)

Grades of "Incomplete":

(standard USF policy verbiage)

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

For graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Attendance Policy:

Your professor does not take attendance, but the expectation is that you submit your weekly assignments timely and are an engaged member of the class. This is an online course that has weekly assignments. Students are expected to participate and complete assignments timely, as outlined within this document.

Campus Free Expression:

(standard USF policy verbiage)

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to

engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Make-up Exams Policy:

There are no makeup exams or quizzes. Please review the syllabus and schedule accordingly. If you foresee issues, please contact your instructor.

Rewrite Policy:

There are no rewrites allowed in this course.

Group Work Policy:

There are no group projects in this course, but all students are expected to collaborate through interaction in discussion posts.

Final Examinations Policy:

All final exams are to be scheduled in accordance with the University's final examination policy.

Course Policies: Technology and Media

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please contact USF's IT department at (813) 974-1222 or help@usf.edu.

Online Exam Proctoring (standard USF policy verbiage):

All students must review the syllabus and the requirements, including the online terms and video testing requirements, to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms. Any student may elect to drop or withdraw from this course before the end of the drop/add period.

Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence.

To avoid any concerns in this regard, students should select private spaces for the testing. Students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor.

Students must ensure that any recordings do not invade any third-party privacy rights and accept all responsibility and liability for violations of any third-party privacy concerns. Students are strictly responsible for ensuring that they take all exams using a reliable computer and high-speed internet connection. Setup information will be provided prior to taking the proctored exam. To use Honorlock, students are required to download and install the [Honorlock Google Chrome extension](#). For additional information please visit the [USF online proctoring student FAQ](#) and [Honorlock student resources](#).

***A note from your professor: The above language is direct from the university. Please know that your professor understands that there may be a child, spouse, or animals in the background while you are testing. The purpose of video monitoring is to ensure students are not cheating. Common sense is applied here. I do not watch every video, I review ones that are “flagged” for suspicious activity.**

WhatsApp, GroupMe, and Student-to-Student Communication:

While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students (NOT your professor), it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by the official regulation, as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

Course Policies: Student Expectations

Title IX Policy: (standard USF policy verbiage)

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Course Hero / Chegg Policy (standard USF policy verbiage):

The [USF Policy on Academic Integrity](#) specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

End of Semester Student Evaluations (standard USF policy verbiage):

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

A note from your professor: Extra credit- If the class reaches >90% evaluation completion, every student in that section will receive 5 assignment points. Your professor can not see who has completed the evaluation, but can see the overall completion %.

Turnitin.com (standard USF policy verbiage):

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as

well as an enormous database of student papers that grows with each submission. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class. This should occur automatically when you submit your writing assignment. You should not have to do anything extra on your end to run it through Turnitin.

Netiquette Guidelines (standard USF policy verbiage):

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Learning Support and Campus Offices (standard USF policy verbiage)

Academic Accommodations:

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services:

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support:

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the "Canvas Help" page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

Center for Victim Advocacy:

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center:

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Writing Studio:

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

Important Dates to Remember:

All the dates and assignments are tentative and can be changed at the discretion of the professor. For important USF dates, see the [Academic Calendar](#) at <http://www.usf.edu/registrar/calendars/>

Tentative Schedule and Assignment Dates are subject to change at the discretion of the instructor. If changes are made, you will be notified via Canvas.

Week	Date	Required Reading/Assignment(s)	Discussion Post/Prompt
1	Jan 9-16	<p>Chapter 1- An Overview of Healthcare Management (pg. 1)</p> <p>Optional additional reading/resources:</p> <p>Can we import improvements from industry to healthcare? https://www.bmj.com/content/bmj/364/bmj.11039.full.pdf</p> <p>How Much Should We Expect Healthcare to Mimic Other Industries? https://www.beckershospitalreview.com/hospital-management-administration/how-much-should-we-expect-healthcare-to-mimic-other-industries.html</p> <p>Managing Change in Healthcare: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3294155/pdf/OMJ-D-07-00001.pdf</p>	<p>Video Introduction (see detailed information provided above).</p> <p>SYLLABUS QUIZ DUE MID WEEK!!!!</p>
2	Jan 16-22	<p>Chapter 2-Leadership (pg. 27) Chapter 3- Management and Motivation (pg. 51)</p> <p>Optional additional reading/resources:</p> <p>10 Tips to Boost Employee Engagement https://www.americannursetoday.com/10-tips-boost-employee-engagement/</p> <p>Institute for Healthcare Improvement discusses joy in the workplace: http://www.ihl.org/Topics/Joy-In-Work/Pages/default.aspx</p> <p>IHI YouTube Video on Joy in the Workplace: IHI Expedition: Build Joy In Work and Prevent Burnout</p>	<p>Define emotional intelligence and discuss its importance for healthcare managers. Describe, in detail, a minimum of five examples of how emotional intelligence can impact leadership domains and competencies (for more information, see Table 2-6 on pg. 36).</p> <p>Optional alternative post: Discuss how a pandemic situation (COVID-19) affects internal and external stakeholders (found in Figure 2-1 on pg. 28). Discuss the impact the pandemic could/did have on at least one external and one internal stakeholder group.</p>

		Case Study- Implementing a Practice Change (pg. 477 of Introduction to Health Care Management, 4th ed)	
3	Jan 23- 29	Chapter 4- Organizational Behavior and Management Thinking (pg. 73)	<p>Discuss why preconceptions in thinking can be problematic in a healthcare setting, potential implications for preconceptions, and ways to overcome potential preconceptions.</p> <p>Optional alternative post: Discuss how emotional intelligence can help a healthcare manager interact with employees and patients alike during high stress times brought on by a pandemic situation (COVID-19).</p>
4	Jan 3- Feb 5	Exam 1 (Chapters 1-4)	No post this week. Review the assigned chapters in your textbook for your exam.
5	Feb 6 - 12	Chapter 5- Strategic Planning (pg. 99) Chapter 6- Health Care Marketing (pg. 117)	<p>Discuss mission, vision, and values statement as described on page 104. Research healthcare organization's mission, vision, and value statements; discuss three different healthcare organizations' statements. Discuss their statements and why you feel the statements speak to you (as a potential employee and/or patient of the organization), and which organization's statements resonate with you most and why? Do any of the statements call out ethics and/or sustainability?</p> <p>Optional alternative post: Discuss at least two healthcare organizations marketing campaigns during the (COVID-19) pandemic. Do you feel that they were successful; how so? If you were to create a marketing plan for a healthcare organization during the (COVID-19) pandemic, what would you focus on?</p>

6	Feb 13 –19	<p>Chapter 7- Quality and Performance Improvement Basics (pg. 137)</p> <p>Optional additional reading/resources: To have a better understanding of how CMS assess the impact and efficiency of quality measures, please review this website: https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/QualityMeasures/National-Impact-Assessment-of-the-Centers-for-Medicare-and-Medicaid-Services-CMS-Quality-Measures-Reports</p> <p>Download and read this PowerPoint from the CMS website to gain a better understanding of what goes in to quality measure maintenance. https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/MMS/Downloads/Measure-Evaluation-During-Maintenance-and-the-CMS-National-Impact-Assessment-%E2%80%93-webinar.pptx</p>	<p>Discuss at least two of the quality improvement tools mentioned in this chapter. Please include the definition, benefits of the use, and what type of projects or uses you think would be a best fit for the tool. Describe, in detail, how you would use this tool.</p> <p>Optional alternative post: Read: Apply TeamSTEPPS Approaches During COVID-19 Treatment to Keep Patients Safe. Content last reviewed May 2020. Agency for Healthcare Research and Quality, Rockville, MD. https://www.ahrq.gov/news/blog/ahrqviews/applying-teamstepps-covid.html or research other quality improvement tools discussed on AHRQs website: https://www.ahrq.gov/coronavirus/index.html</p> <p>Discuss how you would implement such resources within a healthcare organization. What challenges do you think you may face and how would you overcome them?</p>
7	Feb 20 - 26	Exam 2 (Chapters 5-7)	No post this week. Review the assigned chapters in your textbook for your exam.
8	Feb 27- March 5	<p>Chapter 8- Health Information Systems and Technologies (pg. 161)</p> <p>Optional additional reading/resources: The Office of the National Coordinator Health Information Technology: Health IT Dashboard https://dashboard.healthit.gov/quickstats/quickstats.php</p>	<p>Explain how the delivery of healthcare services can benefit from health information systems and provide at least two examples.</p> <p>Optional alternative post: Discuss the importance and uses of telehealth during a pandemic situation.</p>
9	March 6-12	<p>Chapter 9- Financing Health Care and Health Insurance (pg. 189) Chapter 10- Managing Costs and Revenues (pg. 223)</p> <p>Optional additional reading/resources: Health Insurance Coverage in the United States: 2017 https://www.census.gov/content/dam/Cens</p>	<p>What are the pros and cons of the different types of health insurance benefit packages that someone might purchase?</p> <p>Optional alternative post: Discuss some of the challenges people faced related to insurance during the COVID-19 pandemic.</p>

		us/library/publications/2018/demo/p60-264.pdf	
	March 13-19	Spring Break	
10	March 20-26	Exam 3 (Chapters 8-10)	No post this week. Review the assigned chapters in your textbook for your exam.
11	March 27- April 2	<p>Chapter 11- Managing Healthcare Professionals (pg. 255)</p> <p>Optional additional reading/resources: AHRQ TeamSTEPPS- https://www.ahrq.gov/teamstepps/index.html</p>	<p>Respond to the section entitled Conflict and Communication: Creating a Culture of Safety (on pages 270-273 of your text). Discuss ways that you, as a healthcare manager, can help create the ideal culture in an organization. How can culture impact employee turnover? Feel free to discuss any personal experience you have had related to this topic.</p> <p>Optional alternative post: Pick at least three of the roles outlined in Table 11-1 (page 257) and 11-2 (page 258) of your text. Discuss how the COVID-19 pandemic affected (or may affect) demand for these roles.</p>
12	April 3 – April 9	<p>Chapter 12- Strategic Management of Human Resources (pg. 287) Chapter 13- Teamwork (pg. 235)</p> <p>Optional additional reading/resources:</p> <p>Why LinkedIn is Important: 7 Reasons to Polish Your Profile Today https://www.topresume.com/career-advice/why-linkedin-is-important</p> <p>Five Reasons Why Every Student Should Be on LinkedIn https://www.topuniversities.com/student-info/careers-advice/five-reasons-why-every-student-should-be-linkedin</p> <p><i>(Please note that it is not necessary/required that you be on/join LinkedIn. I have personally found it to be valuable, but I</i></p>	<p>Find a minimum of three postings for jobs that you may be interested in upon graduation. This is most beneficial if you use this to think about your next step, but you may also find a job posting for something that you aspire to do later in your career. If you plan to go to graduate school next, think about what you may want to do when you finish your degree.</p> <p>Tell the class a bit about each position, discuss the job functions/purpose, discuss the minimum experience and educational qualifications. Tell us why you might be interested in this position. You may also post about potential internships in lieu of a job posting.</p> <p>This assignment should not only give you a better sense of direction for your future, but it will also help your classmates learn more</p>

		<i>understand that not everyone has the same experience.)</i>	<p>about careers or positions they might not have considered.</p> <p>While I would love if everyone were going into healthcare upon graduation, I understand that is not the reality. Please use this assignment to help YOU- choose whatever industry you hope to enter (e.g. this does not have to be healthcare specific). Please reach out to your instructor well in advance of this assignment if you have questions or need help!</p>
13	April 10-April 16	Exam 4 (Chapters 11-13)	No post this week. Review the assigned chapters in your textbook for your exam.
14	April 17- April 23	<p>Chapter 14- Addressing Health Disparities: Cultural Proficiency (pg. 351)</p> <p>Chapter 15- Laws and Ethics (pg. 371)</p> <p>Optional additional reading/resources: CMS YouTube video: Navigating Health Care with a Disability: Our Stories, a Focus on People with Disabilities- https://www.youtube.com/watch?v=VgbPFV0i3vA</p> <p>Case study- Children of the Opioid Crisis (pg. 556)</p>	<p>What are the benefits of implementing programs to address cultural competence within a health care organization? What are the costs of not implementing such programs? Feel free to discuss any personal experience you have with this topic.</p> <p>Optional alternative post: Discuss ethical dilemmas that healthcare practitioners may face during pandemic situations. Describe in detail the ethical decision that needs to be made and how it should be resolved based on readings in your textbook and additional research you find.</p>
15	April 24-April 30	<p>Chapter 16- Health Care Regulation and Compliance (pg. 391)</p> <p>Chapter 17- Special Topics and Emerging Issues in Health Care Management (pg. 411)</p> <p>Exam 5 (Chapters 14-17)</p>	<p>No discussion post this week. Please focus on preparing for exam #5.</p> <p>Look at the due date for next week's post; please consider posting ahead!</p>
16	May 1-3	THIS POST AND YOUR RESPONSES ARE DUE BY MIDNIGHT on WEDNESDAY, MAY 4th ! NO LATE POSTS OR RESPONSES WILL BE ACCEPTED THIS WEEK!	Describe, in detail, at least four skills that you learned in this course and discuss how you plan to use them in your current or future job.