



Course Syllabus: Management of Health Care Services  
Robert D. & Carol Gunn College of Health & Human Services  
RESP 4443 Section DX1  
Fall 2019: August 24- December 13

Contact Information

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Course Description

This is an internet-based course that provides an introduction to management of health care services. Emphasis is placed on development of skills in leadership, communication, time management, problem solving, motivation, and other critical competencies. Topics include methods to achieve greater productivity, policy improvement, recruitment, selection, and training of new employees, as well as current issues facing the health care system.

The course work consists of readings in the texts and online sources, writing assignments responding to these readings, self-generated case study and exams.

Course Objectives

Upon completion of this course, the student will be able to:

- Integrate health care management with real world situations
- Learn to understand perspectives and values of health care management
- Develop skills in using tools and/or technology central to management
- Develop the basic management skills and ability to work productively with others

Textbook & Instructional Materials

Umiker's Management Skills for the New Health Care Supervisor, Seventh Edition, McConnell, Jones and Bartlett Publishers 2018. ISBN: 978-1-284-12132-2

There will be additional resources available on the web. These will be in the syllabus with the appropriate topic. If you find other websites, please feel free to

share them with the professor and then the rest of the class. I am always looking for more resources!

### Student Handbook

Refer to: [Student Handbook 2018-19](#)

#### Academic Misconduct Policy & Procedures

Professors have become increasingly aware of, and therefore more adamant about, plagiarism on college campuses. Remember that copying any part of someone else's work without properly citing it constitutes plagiarism. Further, copying other's ideas and portraying them as your own, even if not word for word, constitutes plagiarism. The professor will investigate any suspected cases of academic dishonesty. If further action is necessary, the professor will turn the incident into the proper MSU authorities for disciplinary action.

In addition to the issue of plagiarism, academic dishonesty in an online environment may include: having someone else complete any assignment or any portion of an assignment and/or discussing via any medium, even email, any exam question.

Research papers and projects must be original work for each course assignment. The faculty will not accept a submission that has been or is being submitted for another course. No Exceptions!

You are expected to do your own work just as you would be in a "traditional" classroom setting.

**Academic Dishonesty:** Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

#### Email/Newsfeed Requirements

You are required to access and review your emails as well as D2L Newsfeeds on a regular basis. I will often email the entire class with updates regarding your discussions, projects and assignments. It is your responsibility to check your email regularly to prevent the possibility of missing important information that I may be relaying to you.

#### Grading

Course Grade - Graded assignments with their percentage of total grade. A minimum grade of 75 (C) is required in all respiratory courses. Failure to attain a minimum grade of C will prevent the student from progressing in the program.

Table 1: Percentages allocated to each assignment

Assignments	Percentage
Participation & Discussion	20%
Self-Generated Case Study	40%
Exams	40%
Total	100%

Table 2: Approximate grading scale for final grade.

Grade	Points
A	90 to 100%
B	80 to 89%
C	75 to 79%
D	60 to 74%
F	Less than 60%

#### Participation & Discussion

**Class participation:** Class participation is an integral part of this online course. There are activities that require each student to post opinions from the readings, case studies, research, or in response to the discussion by others. However, in order to earn the maximum amount of participation points you are expected to participate actively in and contribute to the learning experience in this course. You should provide feedback, comments, and thoughts under dialogue and discussion.

Participation means providing substantive comments, questions and contributions that advance the learning process for you and/or other learners in the course. Participation may include responding to questions and issues posed by other learners. Non-substantive comments, irrelevant comments and comments of the nature of "I agree" or "I disagree" (unless the latter two are elaborated upon to make them substantive) do not count towards meeting the participation requirement. There is not a required length for postings as I am looking for quality and substance. **The required length associated with these assignments is a minimum of 200 words for an initial post and 100 words for your responses.**

**Discussion Boards:** The discussion board is for you to post your comments, assessments, insights or questions on the readings for the week. I will post a specific question/case study/or discussion topic for certain weeks throughout the semester. Each student is required to make an initial post as their individual response to that week's question. Throughout the remainder of the week, you are required to read 2 other student's journals and give feedback. Your feedback should be constructive, and should show that you have actually read their

response. Responses of 1-2 lines are not acceptable. Post your journals under the Discussion Board.

For the weeks designated with a discussion assignment, your initial entry should be posted by 11:59pm on Wednesday and your two responses should be posted by 11:59pm on Sunday. For example, your first week's assignment includes a discussion covering Chapter 1. The week begins on Monday. Your initial discussion post must be made by Wednesday and your responses must be posted by Sunday. Late posts will result in reduced points.

## **DISCUSSION BOARD GRADING RUBRIC**

**In all discussion boards students are expected to:**

- 1.) raise thoughtful questions**
- 2.) incorporate content from readings**
- 3.) build on the ideas of others**
- 4.) synthesize across readings and discussions**
- 5.) expand the class' perspective**
- 6.) appropriately challenge assumptions and perspectives**
- 7.) use citations to support post in proper APA format**
- 8.) initial post should be at least 200 words (approximately 1/2 page); read and respond to two classmate's posts as appropriate using 3), 4), and 6) as guiding elements (avoid "I agree" or "good post" type comments)**

### Self-Generated Case Study

There will be one self-generated case study with two phases (Refer to Writing Rubric for guidelines attached to this assignment in D2L):

Topic: Identify a management problem you have encountered in your work place and suggest a possible solution for the problem.

This assignment should be at least two full pages, not including title page and reference page, in length utilizing correct APA format. **You should reference at least three scholarly articles in support of your proposed solution to the management problem you identified. This is due November 24, 2019.**

Begin drafting papers as early as possible and take advantage of the MSU Writing Center. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. This service is available to distance students. For more information please visit: <https://mwsu.edu/writing-center/online-tutoring.php>

### Exams

There will be five exams in this class. These will be open book, as you may use any of your assigned resources, notes from discussions online, posted content from the professor. You may NOT consult your classmates. These exams may consist of multiple choice, short answer, definitions, listing, true false, and/or essay.

### Extra Credit

Extra credit assignments will not be granted in this course.

### Late Work

Late work will not be accepted. Dates are clearly stated and should be adhered to.

### Make Up Work/Tests

Missed assignments and tests may be made up as the professor's discretion. It is the student's responsibility to contact the instructor in regards to any missed assignments.

### Important Dates

Last day for term schedule changes: August 28, 2019

Deadline to file for graduation: September 30, 2019

Last Day to drop with a grade of "W:" October 28, 2019

Refer to: [Drops, Withdrawals & Void](#)

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### Attendance

This is an online course and students are required to regularly login and check for any announcements posted. Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be

dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

#### Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

#### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

#### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Northwestern State University (NSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to NSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

#### Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Northwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide

appropriate services, and each request will be individually reviewed. For more details, please go to <http://www.mwsu.edu/student-life/disability>.

### College Policies

#### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

#### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule:

The following is a recommended schedule. We will work on a Monday thru Sunday schedule. **Please note that the last day of the semester is December 13, 2019.**

## Course Schedule

Week	Chapter Readings	Activities/Assignments/Exams	Due Date
Week 1 8/24 to 9/1		Write a biography and post on the discussion board telling the rest of the class and the professor about you. For some, this is your first on-line class and it will be a way of introduction. Please include your years in the profession, your career plans, number of previous Internet classes, your status in school (junior, senior), your home state, and present place of residence, family, hobbies, and/or anything else you wish all of us to know. Share with us your expected graduation semester as well. <b>*Peer responses not required on this post*</b>	<b>Post by 1159pm 9/1</b>
Week 2 9/2 to 9/8	Chapters 1, 2, & 3	No Longer One of the Gang <ul style="list-style-type: none"> <li>• Initial post by Wednesday</li> <li>• 2 peer responses by Sunday</li> </ul>	
Week 3 9/9 to 9/15		<b>EXAM #1: (Chapters 1-3)</b>	<b>Complete By: 1159pm 9/15</b>
Week 4 9/16 to 9/22	Chapters 5 & 6	Yours Mine & Hours <ul style="list-style-type: none"> <li>• Initial post by Wednesday</li> <li>• 2 peer responses by Sunday</li> </ul>	
Week 5 9/23 to 9/29	Chapters 8 & 9	Shortage of Help <ul style="list-style-type: none"> <li>• Initial post by Wednesday</li> <li>• 2 peer responses by Sunday</li> </ul>	
Week 6 9/30 to 10/6		<b>EXAM #2: (Chapters 5, 6, 8, &amp; 9)</b>	<b>Complete By: 1159pm 10/6</b>
Week 7 10/7 to 10/13	Chapters 11 & 12	One Boss Too Many <ul style="list-style-type: none"> <li>• Initial post by Wednesday</li> <li>• 2 peer responses by Sunday</li> </ul>	
Week 8 10/14 to 10/20	Chapters 16 & 17	Motivate the Unmovable <ul style="list-style-type: none"> <li>• Initial post by Wednesday</li> <li>• 2 peer responses by Sunday</li> </ul>	



Week	Chapter Readings	Activities/Assignments/Exams	Due Date
Week 9 10/21 to 10/27		<b>EXAM#3: (Chapters 11, 12, 16, &amp; 17)</b>	<b>Complete by: 1159pm 10/27</b>
Week 10 10/28 to 11/3	Chapters 18 & 19	Matter of Insubordination <ul style="list-style-type: none"> <li>• Initial post by Wednesday</li> <li>• 2 peer responses by Sunday</li> </ul>	
Week 11 11/4 to 11/10	Chapters 20 & 21	Did he have it coming? <ul style="list-style-type: none"> <li>• Initial post by Wednesday</li> <li>• 2 peer responses by Sunday</li> </ul>	
Week 12 11/11 to 11/17		<b>EXAM #4: (Chapters 18, 19, 20, &amp; 21)</b>	<b>Complete by: 1159pm 11/17</b>
Week 13 11/18 to 11/24	Chapters 22, 23, & 24	We Need to Talk- Now (p. 333) <ul style="list-style-type: none"> <li>• Initial post by Wednesday</li> <li>• 2 peer responses by Sunday</li> </ul>	<b>Self- Generated Case Study Due in Dropbox by 1159pm 11/24</b>
Week 13 11/25 to 12/1		Enjoy your Thanksgiving Break!! ☺	
Week 15 12/2 to 12/8		<b>EXAM #5: (Chapters 22, 23, and 24)</b>	<b>Complete by: 1159pm 12/8</b>
Week 16 12/9 to 12/13		Post on discussion board what you found most interesting about this course and improvements you would suggest.  <b>More importantly please evaluate all MSU courses on the online evaluation icon that should appear when you log in to D2L during the final week or two of classes. Thank you in advance!</b>	

Below, you will find each weeks assignments broken up into weekly modules. This same content will be in each week within D2L as well. I suggest that you reference or print each week's module as well as the course schedule to help you stay organized and timely with your assignments.

## **Module 1- Week 1 Introduction**

### Learning Objectives:

- Become familiar with course and course requirements
- Get to know your classmates

### Learning Activities and Assignments

- Discussions
  - Introductions

Write a biography and post on the discussion board telling the rest of the class and the professor about you. For some, this is your first on-line class and it will be a way of introduction. Please include your years in the profession, your career plans, number of previous Internet classes, your status in school (junior, senior), your home state, and present place of residence, family, hobbies, and/or anything else you wish all of us to know. Share with us your expected graduation semester as well.

**Post by MIDNIGHT 9/1**

**\*Peer responses not required on this post\***

## **Module 2- Week 2**

### **No Longer One of The Gang**

Learning Objectives:

Chapter 1-

1. Convey an understanding of the basic functions of supervision, and place the performance of these in perspective with their applicability at other levels of management.
2. Outline the skills and capabilities essential for success in supervision.
3. Review some of the significant changes the individual may experience in making the transition from member of a work group to leader of a group.
4. Highlight the elements of a new supervisor's relationships with subordinates, peers, and superiors.
5. Identify potential pitfalls that can interfere with the growth and development of a supervisor.

Chapter 2-

1. Develop an understanding of what the various customers served by the healthcare organization and its employees need from their relationship with healthcare provider organizations.
2. Briefly describe the impact of managed care on the delivery of services to the customers of the organization.
3. Identify the essential elements of customer service.
4. Address techniques that can be applied in improving the personnel systems that are so important in providing and sustaining superior customer service.

Chapter 3-

1. Establish the benefits of planning and address the implications of the failure to plan.
2. Describe the types of plans used in business activity and identify and explain the key elements of planning.
3. Establish the role of planning in an organization's vision and mission.
4. Establish the significance of goals and objectives in planning.
5. Define action plans and examine the elements of a typical action plan.
6. Explain the concept of authority and describe how authority is apportioned to those responsible for its application.
7. Define the concepts of "unity of command" and "span of control" as they apply to the role of the first-line supervisor.
8. Define coordinating and controlling, and describe their relationship to the other management functions.

### **Learning Activities and Assignments**

- Read

- Chapter 1 - Do you Really Want to Be a Supervisor?
  - Chapter 2- Customer Service
  - Chapter 3- Basic Management Functions
- Discussions
    - “No Longer One of the Gang”

Read the case study, analyze it, and develop a tentative solution expressed in a paragraph or two. Use the questions as guides to help develop your solutions to the problem presented.

      - Create an initial thread by **September 4 at 11:59 pm.**
      - Respond to two of your peers by **September 8 at 11:59 pm.**

## Module 3- Week 3

### Exam #1

#### Learning Activities and Assignments

- Exam #1
  - Located in the Assessments tab under tests.
  - Ch. 1, 2, and 3.
  - **Due by September 15 at 11:59 pm.**

## Module 4- Week 4

### Yours, Mine & Hours

Learning Objectives:

Chapter 5-

1. Introduce the position description and develop an understanding of its importance.
2. Explain the effects of the Americans with Disabilities Act on present- day position descriptions.
3. Define the different kinds of performance standards and review the purpose for which they are commonly used.
4. Identify the characteristics of an appropriate standard.

Chapter 6-

1. Describe policies and describe their overall purpose and function.
2. Describe the significant uses of policies that establish the necessity for policy observance at all organizational levels.
3. Differentiate between organizational policies and department policies, and establish the supervisor's relationship to the latter.
4. Identify potential problems concerning policies.

### **Learning Activities and Assignments**

- Read
  - Chapter 5- Position Descriptions and Performance Standards
  - Chapter 6- Policies and Policy Making
- Discussions
  - "Yours, Mine and Hours"  
Read the case study, analyze it, and develop a tentative solution expressed in a paragraph or two. Use the questions as guides to help develop your solutions to the problem presented.
    - Create an initial thread **September 18 at 11:59 pm**
    - Respond to two of your peers by **September 22 at 11:59 pm**

## Module 5- Week 5

### Shortage of Help

Learning Objectives:

Chapter 8-

1. Convey the importance of the employee selection process in building a stable and motivated workforce.
2. Profile the kinds of job candidates the supervisor should ordinarily seek to interview.
3. Review the significant legal constraints affecting the recruitment and employment process, including designation of the kinds of information that may not legally be requested on an employment application.
4. Review the role of the department supervisor in the recruitment process.

Chapter 9-

1. Establish the department supervisor as the individual primarily responsible for interviewing and employee selection.
2. Review the essential preparations that should precede every placement interview.
3. Provide guidance for the evaluation of job candidates.
4. Provide advice on how to deal with unsuccessful job candidates.

### **Learning Activities and Assignments**

- Read
  - Chapter 8- Personnel Recruitment
  - Chapter 9- Interviewing and Employee Selection
- Discussions
  - "Shortage of Help"

Read the case study, analyze it, and develop a tentative solution expressed in a paragraph or two. Use the questions as guides to help develop your solutions to the problem presented.

    - Create an initial thread **September 25 at 11:59pm.**
    - Respond to two of your peers by **September 29 at 11:59pm.**

## Module 6- Week 6

### Exam #2

#### Learning Activities and Assignments

- Exam #2
  - Located in the Assessments tab under tests.
  - Ch. 5, 6, 8, and 9
  - **Due by October 6 at 11:59 pm.**



## **Module7- Week 7**

### **One Boss Too Many**

Learning Objectives:

Chapter 11-

1. Define the kinds of teams to be found within the organization: those established for specific purposes, departmental teams, and the greater "team" unified by a common goal or directive.
2. Establish the characteristics of an effective team.
3. Examine the more common reasons for team failure.
4. Briefly consider various means for evaluating and rewarding team performance.

Chapter 12-

1. Convey an understanding of the apparent principle causes of violence in the healthcare workplace,
2. Review the effects of workplace violence on victims.
3. Outline the essential steps involved in instituting a violence-control program.
4. Provide guidance concerning the handling of certain violent or potentially violent incidents, such as breaking up fights and reacting to bomb threats.

### **Learning Activities and Assignments**

- Read
  - Chapter 11- Team Leadership
  - Chapter 12- Safety and Workplace Violence
- Discussions-
  - "One Boss too Many"  
Read the case study, analyze it, and develop a tentative solution expressed in a paragraph or two. Use the questions as guides to help develop your solutions to the problem presented.
    - Create an initial thread **October 9 at 11:59pm.**
    - Respond to two of your peers by **October 13 at 11:59pm.**

## Module 8- Week 8

### Motivate the Unmovable

Learning Objectives:

Chapter 16-

1. Stress the critical nature of feedback and its importance in employee performance and in a day-to-day basis.
2. Establish the role of formal performance evaluations in the provision of feedback on employee performance.
3. Provide specific guidelines for the supervisor's conduct of a formal evaluation of employee performance.
4. Introduce the concept of team evaluation.
5. Review the common pitfalls and shortcomings occasionally encountered in employee performance evaluations.

Chapter 17-

1. Establish the nature of discipline, and compare and contrast disciplining and counseling.
2. Introduce the concept of reward to risk ratio as a sometime explanation for employee actions that require discipline.
3. Address possible employee responses to various forms of disciplinary action.
4. Review appropriate disciplinary principles and practices available to the supervisor.

### Learning Activities and Assignments

- Read
  - Chapter 16- Performance Feedback
  - Chapter 17- Disciplining: Correction of Behavior
- Discussions-
  - "Motivate the Unmovable"  
Read the case study, Shortage of Help, analyze it, and develop a tentative solution expressed in a paragraph or two. Use the questions as guides to help develop your solutions to the problem presented.
    - Create an initial thread **October 16 at 11:59pm.**
    - Respond to two of your peers by **October 20 at 11:59pm.**

## Module 9- Week 9

### Exam #3

#### Learning Activities and Assignments

- Exam #3
  - Located in the Assessments tab under tests.
  - Ch. 11, 12, 16, and 17
  - **Due by October 27 at 11:59 pm.**

## Module 10-Week 10

### Matter of Insubordination

Learning Objectives:

Chapter 18-

1. Develop an appreciation of the changing composition of the American healthcare workforce, and examine the implications of an employee complement that is increasingly ethnically, socially and economically diverse.
2. Establish cultural diversity as a vital ongoing concern of every supervisor in the healthcare organization.
3. Provide examples of cultural core values that define the kinds of differences that exist between and among groups with varying backgrounds.
4. Address the responsibilities of first- line supervisors in managing an increasingly diverse work group.

Chapter 19-

1. Identify conflict and confrontation as unavoidable dimensions of communication that can be deconstructive depending on how they are used and addressed.
2. Identify the primary causes of conflict in the workplace.
3. Resent several fundamental working strategies for addressing conflict in the work setting.
4. Provide guidelines for the supervisor's constructive use of confrontation in managing an employee group.

### **Learning Activities and Assignments**

- Read
  - Chapter 18- Cultural Diversity: Managing the Changing Workforce
  - Chapter 19- Conflict and Confrontation
- Discussions
  - "A Matter of Insubordination"  
Read the case study, analyze it, and develop a tentative solution expressed in a paragraph or two. Use the questions as guides to help develop your solutions to the problem presented.
    - Create an initial thread **October 30 at 11:59 pm**
    - Respond to two of your peers by **November 3 at 11:59 pm**

## Module 11- Week 11

### Did he have it coming?

Learning Objectives:

Chapter 20-

1. Provide the supervisor with the means of identifying employees whose performance problems and other difficulties could suggest the presence of underlying personal problems.
2. Explore the relationship between personal problems and particular behaviors exhibited on the job.
3. Recommend procedures for the supervisor to apply in addressing performance problems that appear to be related to employees' personal difficulties.
4. Address special problematic situations such as friction between and among employees and unethical behavior by employees and peers.

Chapter 21-

1. Address the problems frequently presented by inappropriate employee attitudes, recognizing that it is necessary to always address the results of behavior rather than attempting to deal with attitude itself.
2. Provide an overview of the application of coaching and counseling techniques as they relate to behavioral change.
3. Prepare the supervisor for the inevitable necessity to occasionally deal with hostile people, whether employees, peers, or others.
4. Examine the characteristics of the more commonly encountered forms of hostile behavior, and suggest how the supervisor might deal successfully with them.

### Learning Activities and Assignments

- Read
  - Chapter 20- Employees with Problems
  - Chapter 21- Managing Difficult Employees
- Discussions
  - "Did He have it Coming?"

Read the case study, analyze it, and develop a tentative solution expressed in a paragraph or two. Use the questions as guides to help develop your solutions to the problem presented.

    - Create an initial thread **November 6 at 11:59 pm**
    - Respond to two of your peers by **November 10 at 11:59 pm**

## Module 12- Week 12

### Exam #4

#### Learning Activities and Assignments

- Exam #4
  - Located in the Assessments tab under tests.
  - Ch. 18, 19, 20, and 21
  - **Due by November 17 at 11:59 pm.**

## **Module 13- Week 13**

### **We Need to Talk**

Learning Objectives:

Chapter 22-

1. Describe the critical role of the supervisor in addressing complaints and provide guidelines for handling employee complaints.
2. Review particular circumstances the supervisor is likely to face at times, specifically, dealing with multiple complainers simultaneously, dealing with employees who take their complaints directly to higher management, and dealing with chronic complainers.
3. Establish the position of formal grievances and appeals in the handling of complaints by the supervisor.
4. Address the critical issue of sexual harassment, and provide procedural guidance for reporting, investigating, and resolving complaints of sexual harassment.

Chapter 23-

1. Establish the importance of personnel retention in maintaining a stable, committed workforce.
2. Examine the shifting role of loyalty, that of both employee to organization and organization to employee, in today's healthcare environment.
3. Consider the principle reasons why employees voluntarily go elsewhere.
4. Enumerate some specifically targeted employee retention incentives.
5. Identify the true elements of turnover and examine the manner in which turnover may be determined.

Chapter 24-

1. Review the increasing focus on matters of individual privacy, and consider how privacy issues are reshaping portions of the supervisors' role.
2. Consider the manner in which the so-called information age has made an increasing number of people more sensitive to their individual right to privacy.
3. Review the key items of legislation that have served to regulate the collection and use of personal information.
4. Identify the principle contentious portions of HIPPA and consider why they have generated resistance and discontent.
5. Address the role of and responsibilities of the individual supervisor in the ongoing implementation and observance of HIPPA.

### **Learning Activities and Assignments**

- Read

- Chapter 22-Complaints, Grievances, and Appeals
- Chapter 23-Personnel Retention
- Chapter 24- Privacy and Confidentiality: Employees and Clients
- Discussions
  - "We Need to Talk?"

Read the case study, analyze it, and develop a tentative solution expressed in a paragraph or two. Use the questions as guides to help develop your solutions to the problem presented.

    - Create an initial thread **November 20 at 11:59 pm**
    - Respond to two of your peers by **November 24 at 11:59 pm**
- Self-Generated Case Study
  - Topic: Identify a management problem you have encountered in your work place and suggest a possible solution for the problem.
  - This assignment should be at least two full pages in length utilizing correct APA format. You should reference at least three scholarly articles in support of your proposed solution to the management problem you identified.
  - **Submit Case Study into Dropbox by November 24 at 11:59 pm.**



**Module 14- Week 14**

**Thanksgiving**

**Enjoy your Thanksgiving Break!!!**

## Module 15- Week 15

### Exam #5

#### Learning Activities and Assignments

- Exam #5
  - Located in the Assessments tab under tests.
  - Ch. 22, 23, and 24
  - **Due by December 8 at 11:59 pm.**

## **Module 16-Week 16**

### **Final Week**

#### **Learning Activities and Assignments**

- Discussions- Course Evaluations and Feedback
  - Post in the Discussion what you found most interesting about this course and any feedback on improvements.
  - **Due by December 13 at 11:59 pm.**