University of Florida
College of Public Health & Health Professions Syllabus
Department of Health Services Research, Management and Policy

HSA 6342: Human Resource Management (3 credits), Spring 2015
Delivery Format: On Campus

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Room No.: Room G201 HPNP
            Wednesdays 1:55 p.m. – 4:55 p.m.

Work: General Counsel
       LifeSouth Community Blood Centers
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       Gainesville, FL 32607

Office Hours: Room 4181 HPNP, Fridays 9 a.m. – 11 a.m.
              Confirm appointment via email

Course Description:

This course provides a foundation of knowledge and skills applicable to the current issues in Human Resources Management with a focus on healthcare. Students will be exposed to key laws, issues and concepts related to HR management. The course uses a combination of informative lectures, executive team exercises and group presentations, classroom discussions, and case study analyses to provide students with the tools and insight needed to explore a variety of human resource management issues in healthcare.

Competencies & Course Objectives:

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

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

At the conclusion of the course, students should meet the following objectives that relate to the designated competencies:
• Understand various human resource challenges that can be encountered in a variety of healthcare settings.
• Discuss human resource principles and concepts as they apply to organizations, including in health services organizations.
• Apply knowledge to understand, analyze and discuss common human resource issues in healthcare.
• Develop and implement human resource strategies that can be utilized to solve various management and operational issues.

Course Textbook:


Additional Materials:

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

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

Grade Distribution:

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<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
<td>82 – 84</td>
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<td>B-</td>
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<td>C+</td>
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<td>F</td>
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Academic Honesty & Integrity:

Students are expected to act in accordance with the University of Florida’s policy on academic integrity. Cheating, lying, misrepresentation and/or plagiarism in any form is unacceptable and inexcusable. Refer to the Student Code of Conduct, the Graduate Student Handbook or http://www.dso.ufl.edu/sccr/ for more information.

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

Instructional Method:

The course will be taught primarily through a discussion and lecture format. Your participation in the class is vital to its success. I expect you to be prepared and ready to participate in each class. If voluntary participation lags, I will call upon students at random. As you learn about human resource management, you will learn to make good arguments from the view of the employer and the employee, even if you disagree with a particular point of view. By working through both sides of employment issues, you will be able to respond knowledgeably about HR management issues.

Behavioral Expectations:

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

Attendance and Make-up Work:

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

Late Policy:

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

Students with Disabilities:
Students requiring classroom accommodation because of a disability must first register with the Dean of the Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student to give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Course Schedule & Assignments:

All reading assignments including supplemental readings should be read prior to class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. Confirm deadlines in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics &amp; Assignments</th>
<th>Readings</th>
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| 1    | January 7| • Course Introduction & Syllabus Review  
• The Role of HR, Manager in the Organization                                  |                                 |
| 2    | January 14| • Legal Rights and Responsibilities I: Laws Governing the Workplace                  | Chapters 2, 3, 4, 5             |
| 3    | January 21| • Legal Rights and Responsibilities II: Laws Governing the Workplace                 |                                 |
| 4    | January 28| Legal Rights and Responsibilities III: Laws Governing the Workplace                  |                                 |
|      |          | o Workplace Safety                                                                   |                                 |
|      |          | o Risk Management                                                                     |                                 |
|      |          | o Employee Compensation & Benefits, ERISA, FLSA, COBRA                                  |                                 |
| 5    | February 4| • TEST 1  
• Employee Recruitment & Hiring  
• Interviewing  
• TEAM 1 CHAPTER PRESENTATION – Chapters 11, 13  
• TEAM 7 HR ANALYSIS #1                                           | Chapters 11, 13; Supplemental Readings |
| 6    | February 11| • Position Management: Job Design, Classification, and Organizational Design          | Chapters 6, 8                    |
|      |          | • TEAM 2 CHAPTER PRESENTATION – Chapters 6, 8                                        |                                 |
|      |          | • TEAM 6 HR ANALYSIS #2                                                               |                                 |
| 7    | February 18| • Employee Training & Development  
• Performance Management & Evaluation  
• TEAM 3 CHAPTER PRESENTATION – Chapters 7, 9  
• TEAM 5 HR ANALYSIS #3                                           | Chapters 7, 9                    |
<p>| 8    | February 25| • Workplace Policies, Procedures &amp; Guidelines                                          | Chapters 14, 15                 |</p>
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>March 4</td>
<td>NO CLASS – UF Spring Break</td>
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| March 11   | • TEST 2
• Managing Performance Issues, Discipline & Terminations
• Effective Documentation
• TEAM 5 CHAPTER PRESENTATION – Chapters 16, 17
• TEAM 4 HR ANALYSIS #5
Chapters 16, 17 |
| March 18   | • Turnover & Retention
• Investigations
• Organizational Behavior Introduction
• Employee Motivation
• TEAM 6 CHAPTER PRESENTATION – Employee Motivation
• TEAM 2 HR ANALYSIS #6
• Disciplinary Action Analysis Posted
Supplemental Readings |
| March 25   | NO CLASS                                                                 |
| April 1    | • DISCIPLINARY ACTION ANALYSIS DUE
• Discussion of Disciplinary Action Analysis
• Job Satisfaction and Attitudes
Supplemental Readings |
| April 8    | • Teams and Group Dynamics
• Personality and Values
• TEAM 7 CHAPTER PRESENTATION – Teams and Group Dynamics
• TEAM 1 HR ANALYSIS #7
Supplemental Readings |
| April 15   | • Leadership, Power and Politics
• Communication
• Conflict Resolution
Supplemental Readings |
| April 22   | • TEST 3                                                                  |

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<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tr>
<td>Test 1</td>
<td>20</td>
<td>February 4</td>
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<tr>
<td>Test 2</td>
<td>20</td>
<td>March 11</td>
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<tr>
<td>Test 3</td>
<td>20</td>
<td>April 22</td>
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<tr>
<td>HR Analysis (Team Assignment)</td>
<td>5</td>
<td>As Assigned</td>
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<tr>
<td>Chapter Presentation (Team Assignment)</td>
<td>10</td>
<td>As Assigned</td>
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<tr>
<td>Disciplinary Action Analysis (Individual Assignment)</td>
<td>20</td>
<td>April 1</td>
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Tests:

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

Chapter Presentations Guidelines:

Create and give a Power Point presentation that addresses the topics in your assigned chapters. Reference the material in the textbook as needed. Consider:

- What are the current issues that healthcare leaders need to know?
- What are some best practices that can be emulated by other organizations?
- What are the relevant laws and regulations to be considered?

Incorporate material from the textbook and relevant examples, case studies or current events to determine what we can learn from the success or failures of others.

The presentation should be formatted as follows:

- Title slide (names, date and topics)
- Learning objectives
- Presentation outline
- Presentation slides
- Current events, relevant case studies, and/or relevance to healthcare
- Conclusion
- Reference Slide(s)

You should provide me:

- A printed hard copy of the presentation at the beginning of class
- Email me the final copy of the presentation by Friday following class to be posted online
- For each chapter, submit five multiple choice questions for use on the subsequent test

The presentations will be evaluated in accordance with a rubric posted online. The presentation should last between 20 and 30 minutes (including a question and answer period). Your presentation should add depth to the overview provided in the textbook and/or supplemental readings and to the overall learning experience of your classmates.

The grade for the chapter presentation will be given to each member of the team.
HR Analysis:

Each team will be provided a two-sided employment scenario with limited facts. Each scenario will have accompanying questions to be researched and answered by the team. Research may include applicable laws, best practices, ethical considerations, current issues in employment and organizational behavior principals. On the assigned date, the team will present the scenario to the class and provide their summary of the issue based on the questions presented. Each member of the team should be prepared to answer additional questions from the class related to various aspects of the scenario. The team may use a power point to help facilitate the discussion.

Additionally, the team must turn in at the beginning of class a paper copy of the questions and the team’s answers. The paper should be two to four pages, double-spaced, and a resources page. Make sure to cite relevant cases or sources relied upon in the analysis.

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

Disciplinary Action Analysis:

I will post online an employment scenario for your consideration. This is an individual assignment. You must review the information and identify potential legal or personnel issues, apply the appropriate policies and recommend a course of action. Each student must turn in:

   a) A six-to-eight page summary identifying the issues, applicable laws, regulations, and policies as it relates specifically to the information presented;
   b) A resources page with cites used for the summary; and
   c) A formal write-up/termination of the employee or summation of events for the employee’s personnel file.

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

I will provide more information in class about the expectations for your disciplinary action analysis. The disciplinary action analysis will be evaluated based on a rubric posted online.

Team Participation:
At the conclusion of the semester, I will ask each student to complete an assessment of the contributions of your teammates. If a team member receives particularly low assessments from his or her team members, I reserve the right to lower the team member’s grade related to the team assignments and class participation.

**Class Participation:**

Most students will simply get 90 on a scale of 100. Higher grades are reserved for those students (usually a small number) who make regular and insightful commentary with respect to class discussion. Lower grades are reserved for those who don't show up and/or when present have nothing of importance to say or seem preoccupied with their phone or other electronic device.

**Online Resources:**

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