University of Florida
College of Public Health & Health Professions Syllabus
HAS 6342: Human Resource Management (3 credits)
Spring 2015
Delivery Format: On-Campus

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PURPOSE AND OUTCOME

Course Overview

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.

Course Objectives and/or Goals

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.

Instructional Methods

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.

DESCRIPTION OF COURSE CONTENT

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.

Week	Date	Topics & Assignments	Readings
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	

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 • **TEAM 2 CHAPTER PRESENTATION – Chapters 6, 8** • **TEAM 6 HR ANALYSIS #2** • Employee Compensation & Benefits o ERISA, FLSA, COBRA	Chapters 6, 8
7	**February 18**	• Employee Training & Development • Performance Management & Evaluation • **TEAM 3 CHAPTER PRESENTATION – Chapters 7, 9** • **TEAM 5 HR ANALYSIS #3**	Chapters 7, 9
8	**February 25**	• Workplace Policies, Procedures & Guidelines • Managing Performance Issues, Discipline & Terminations • **TEAM 4 CHAPTER PRESENTATION – Chapters 14, 15** • **TEAM 3 HR ANALYSIS #4**	Chapters 14, 15
9	**March 4**	**NO CLASS – UF Spring Break**	

10	**March 11**	• **TEST 2**
		 • Managing Performance Issues, Discipline & Terminations
		     o Investigations
		     o Effective Documentation
		     o Turnover & Retention
		 • **TEAM 5 CHAPTER PRESENTATION – Chapters 16, 17**
		 • **TEAM 4 HR ANALYSIS #5**
			Chapters 16, 17

11	**March 18**	• Organizational Behavior Introduction	Supplemental

		• Employee Motivation • **TEAM 6 CHAPTER PRESENTATION –** **Employee Motivation** • **TEAM 2 HR ANALYSIS #6** • *Disciplinary Action Analysis Posted*	Readings
12	March 25	**NO CLASS**	
13	April 1	• **DISCIPLINARY ACTION ANALYSIS DUE** • Discussion of Disciplinary Action Analysis • Job Satisfaction and Attitudes	Supplemental Readings
14	April 8	• Teams and Group Dynamics • Personality and Values • **TEAM 7 CHAPTER PRESENTATION – Teams** **and Group Dynamics** • **TEAM 1 HR ANALYSIS #7**	Supplemental Readings
15	April 15	• Leadership, Power and Politics • Communication, Conflict Resolution	Supplemental Readings
16	April 22	• **TEST 3**	

Assignment	Percentage	Due Date	Competency
Test 1	20	February 4	HOP-4, HEC-2, HOP-3
Test 2	20	March 11	HOP-4, HEC-2
Test 3	20	April 22	HOP-4, HOP-3
HR Analysis (Team Assignment)	5	As Assigned	HEC-2, LP-3, LP-2
Chapter Presentation (Team Assignment)	10	As Assigned	LP-3, LP-2
Disciplinary Action Analysis (Individual Assignment)	20	April 1	HOP-4, HEC-2, HOP-3, LP-3, LP-2
Class Participation & Attendance	5		LP-3

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**

Occupational Safety and Health Administration (OSHA) – **www.osha.gov**

US Department of Labor - **www.dol.gov**

Course Materials and Technology
Course Textbook:

L. Fleming Fallon, Jr. and Charles R. McConnell, *Human Resource Management in Health Care: Principles and Practice.* Second Edition. 2014.

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.

ACADEMIC REQUIREMENTS AND GRADING

Grade Distribution

A	95 – 100
A-	90 – 94
B+	85 – 89
B	82 – 84
B-	80 – 81
C+	75 – 79
C	72 – 74
C-	70 – 71
D	65 – 69
F	<65

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Policy Related to Make up Exams or Other Work

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

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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

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

Academic Integrity

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

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

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

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

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

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

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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