

# Capstone Seminar in Healthcare Administration

**HSA 6939**

**3 Credit Hours**

The Essence of Success *"I feel like my job is absolutely aligned with who I am as a person. It doesn't feel like work to me and that makes me happy."*

(Michelle Ebanks UF BSBA '83)

Spring 2014

HPNP G-201

Fridays 9:35-12:35pm

Instructor:

Cynthia M. Toth, MBA, MHS

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Office Hours: HPNP 4150 by Appointment

Course Website: <http://lss.at.ufl.edu>

All assignments should be submitted online through the Sakai system. Submit your papers in WORD and not as a PDF. Students will receive an email notice when an assignment is submitted in Sakai. If you do not receive such an email within an hour, you should resubmit your assignment. It is a student's responsibility to submit your assignment attachments correctly within Sakai. Be sure not only that you HAVE actually made an attachment, but that you have made the CORRECT attachment. Please check on your submission after submitting as not submitting it correctly could count as submitting it late if this is corrected after the due date. The assignment will allow 2 submissions to make any corrections you wish to make before the due date.

Please refer to the Assignment tool in Sakai for all course assignments guidelines and due dates.

Course Communications: Post general questions to the Course Discussion Board. Private questions should be sent to [cmtoth@php.ufl.edu](mailto:cmtoth@php.ufl.edu)

Required Text: Purchase a NEW copy of Strengths-Based Leadership by Rath and Conchie, Gallup Press. Complete the on-line strengths assessment using the unique code in the back of the book. Readings, grading rubrics, resources and presentation slides will be posted on the course website.

Additional Resources: Previous MHA course resources, readings and text books.

Course Description: An integrative learning experience drawing on all disciplines and subject matter presented in the MHA program to complete a comprehensive, practical project in a healthcare-related organization.

Purpose of Course: The purpose of this course is to prepare students to meet the challenges they will face in leadership, project management, and other roles of accountability and responsibility in the professional world. Considered the “culminating experience” of the MHA program, students will integrate academic course work and practical experiences to develop skills that will allow them to transition from the academic environment to the competitive healthcare marketplace. Student teams will function as “independent consultants” to define, analyze and recommend solutions to a healthcare business problem for a client preceptor. In the course of completing the project, students will explore and refine their own leadership strengths, and interpersonal skills.

Course Goals and/or Objectives: *By the end of this course, students will:*

<b>Objective</b>	<b>Target Competency</b>
Translate confidentiality and security policies and regulations to the potential risks associated with the project	Understand, monitor, and comply with laws and regulations that protect health practitioners, organizations, and the public
Formulate a precise problem statement defining the current state, impact, and desired state for an issue identified by the client organization.	Develop, evaluate, and understand strategies that further the mission, vision, and values of the organization.
Construct “powerful” questions underlying the problem to determine the relevant data required to analyze the problem.	Use project management techniques and systems thinking to plan and manage an initiative involving significant resources, scope, and impact.

Build and utilize a work plan for the team project to structure and manage the project.	Use project management techniques and systems thinking to plan and manage an initiative involving significant resources, scope, and impact.
Identify and apply pertinent data collection methods, analyses and techniques (from marketing, operations management, quality management, epidemiology, financial management) to evaluate the problem /related data.	1. Use statistical and analytical tools to measure and improve organizational performance. 2. Apply general and health economics concepts and show demonstrated competence with analysis of pricing, service demand, and risk 3. Apply basic financial management and accounting principles in a health care context. 4. Apply quality improvement principles and evidence-based techniques to analyze and improve patient care processes.
Determine one or more feasible courses of action for implementation, based on completed analyses, risk and opportunity, organizational strategies and available resources.	Develop, evaluate, and understand strategies that further the mission, vision, and values of the organization.
Analyze pertinent interdisciplinary literature and research applied to project findings/data	Use evidence-based approaches to design and implement programs that improve community health and organizational performance.
Deliver a dynamic presentation and demonstrate advanced use of presentation technology	Identify and effectively use appropriate communication vehicles based on audience characteristics and communication goals.
Report client project in a written product that is grammatically correct, fluent, accurately cited, efficient, and clearly organized.	Identify and effectively use appropriate communication vehicles based on audience characteristics and communication goals.
Apply personal assessment profiles to increase self-awareness and personal effectiveness through individual team contribution as roles.	Accurately assess individual strengths and weaknesses (including the impact you have on others) and engage in continual professional development, including reflection and self-directed learning.
Demonstrate effective functioning as a member of a team to conduct an organizational project.	Assemble a team with balanced capabilities and use effective group processes to hold team members accountable individually and collectively for results.

### How This Course Relates to the Student Learning Outcomes in the MHA Program

<b>SLO Type</b>	<b>Student Learning Outcome</b>	<b>Assessment Method</b>	<b>Degree Delivery</b>
Knowledge	Students will apply in-depth knowledge of healthcare delivery, organization, financing, and management	Capstone comprehensive project is assessed using grading rubric approved by the faculty (Attached).	On campus
Skills	Students will exhibit mastery of a set of 22 competencies in 4 domains (healthcare environment and community; healthcare organizations and performance; business analysis and techniques; leadership and professionalism)	Students complete competency assessment surveys three times: upon entering the program, at the midpoint, and immediately prior to graduation.	On campus
Professional Behavior	Students will gain experience in healthcare management and develop professional behavior skills in a summer internship	Preceptor's evaluation of intern's performance using a 5-point rating scale.	Off site in a health care organization

Teaching Philosophy: The capstone course is largely a team learning experience with self-directed student project work. Each student is expected to spend 10-15 hours/week on this project and to modify work schedules accordingly. The Fridays when class does not convene, the teams are expected to be working on site or as a team on their projects. Classroom time will focus on exercises and discussions that allow students to learn from each other to refine the project deliverables and develop greater personal/interpersonal effectiveness. With many years of clinical and administrative experience, I hope to provide the framework and coaching that will allow the students the freedom to define, plan, manage and complete a meaningful project that will add value to the organization and their personal portfolios. Students who are open to self-discovery, cultivating team learning and communication skills, and able to navigate the complexities of a large organization will find this a fun and rewarding learning experience.

My goal is for this course to be a proving ground for students to explore what I believe it takes to become successful professionally and to achieve your life's mission. The most successful professionals are self-aware—they know and understand who they are (and who they are not) in terms of strengths (talents, skills, knowledge) and developmental needs. Comfortable embracing differences, they can discern and leverage strengths of team members and colleagues to accomplish priority projects under the constraints of ambiguity and deadline pressure. These individuals can organize and communicate their ideas in writing, in speaking and formal presentation. Moreover, effectiveness is realized through personal planning and discipline which sets the stage for life-long learning. Critical thinking provides the foundation for transformation and meaningful change in healthcare. Critical (strategic) thinking is simply the art of formulating pertinent, probing and “powerful” questions and the tolerance for the ambiguity of exploration when there is no immediate answer.

Instructional Methods: The course uses a combination of team-based learning, classroom participation/discussion, and project management of a comprehensive team project supervised by a practitioner/preceptor. Content experts and outside guest speakers may be invited.

### **Course Policies**

Attendance Policy: 100% attendance is the expectation. 10 points for 100% ON TIME attendance, 1 missed class and/or greater than 5 minutes late, 8 points. Any more than 1 missed class and more than 1 late arrival, 0 attendance points.

Individual Activity Log: Each student is required to maintain and submit an individual activity log documenting his/her work effort contributed to the team project over the course of 12 weeks, beginning the second week of the semester. Post the activity log for the previous week under “assignments” to the course Sakai site using the template provided by midnight Sunday for the previous week. One point for each weekly log up to a maximum of 10 points.

Work Effort includes any out of class contributions to the project, including but not limited to: individual research, technical review, onsite work with the client individually or with the team; outside team meetings with or without the client preceptor, site visits, data collection. Each team member is expected to log, on average, 10-15 hours per week.

Quiz/Exam Policy: No quizzes or exams are required in this course. However, completion and **timely submission of all four assessments** at the end of the course are required for the full 10 points.

Make-up Policy: Not applicable.

Assignment Policy: Only in extreme circumstances will the instructor accept late assignments. If the project team anticipates turning an assignment in late, please discuss with the instructor beforehand. A well-designed, frequently re-assessed work plan and pre-published course deadlines should preclude any issues.

### **UF Policies:**

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office

(<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

### Getting Help:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

\*\* 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 your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### Grading Policies:

Assignment	Points or percentage
Comprehensive Project	80%
Individual Attendance	10%
Individual Activity Log	5%
MHA competency assessment, Program Evaluation and Contact Information; Peer Evaluation	5%

## Grading Rubric for Capstone Project

	<b>Grading</b>
<b>Problem Statement</b> Precise statement that defines the scope of the engagement, implications, and objectives/desired outcome.	10%
<b>Questions</b> Clear and precise questions derived from the problem statement that probe the root cause underlying the problem statement. Questions provide the framework for the work plan (i.e. data collection, literature review, application of analytical methods.)	10%
<b>Project Work Plan</b> Actual work plan and timeline included as part of the written submission. Includes paragraph that critiques how work plan structure supported the team's ability to organize and efficiently complete the assignment.	5%
<b>Analysis</b> The team integrates knowledge and skills acquired through all prior course and field work during the program to complete a comprehensive project for a healthcare client. There is evidence of at least relevant 5 analytical tools and cited theories, reflecting an indepth knowledge of healthcare delivery, organization, management and financing, (including pertinent Excel analysis of moderate complexity). There is evidence of evaluation of alternative recommendations.	25%
<b>Recommendations</b> Address the problem statement and questions posed. Recommendation is innovative and feasible. Includes evaluation measures to manage/track implementation over time.	20%
<b>Written Executive Summary</b> Incorporates all elements of the work product including, discussion of special considerations or challenges, and recommendations. Attach, as appendices, the analytical products developed i.e. data tables, Excel spreadsheets, financial models, flow charts.	10%
<b>Final Presentation</b> Communication skills in the organization & presentation of findings and recommendations ; ability to answer questions conveys command of the project.	10%
<b>Preceptor Evaluation</b> Professional behavior, communication, critical thinking.	10%
<b>TOTAL</b>	100%

Grading Scale:

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D
<b>Raw Points</b>	95-100	90-94.9	85-89.9	82-84.9	80-81.9	75-79.9	72-74.9	70-71.9	65-69.9
<b>Grade Points</b>	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33

**Course Schedule**

Week	Date	Objective	Topic	Assignment
1	January 10	<p>Outline the framework and rationale for the capstone course.</p> <p>Define a strength.</p> <p>Describe/define your top strength.</p> <p>Explain and how you use your top strength in team/group projects.</p> <p>Explain the 3 components of a problem statement.</p> <p>Construct a problem statement for your team project.</p> <p>Interpret confidentiality and security risks associated with your project.</p>	<p>Course Overview</p> <p>Shands Confidentiality and Security Policy</p> <p>Anatomy of Problem Statement</p> <p>Rationale for individual activity log</p>	<p>Execute hard copy of Confidentiality &amp; Security Agreement</p> <p>Complete online assessment &amp; post pdf of your Gallup Strengths Profile</p>
2	January 17 <b>Teams convene independently</b>	<p>Construct the Team Distribution Chart.</p> <p>Apply the Art of Powerful Question article to your project.</p> <p>Propose &amp; discuss problem statement with your preceptor.</p> <p>Design your project work plan using the Auto Gantt chart.</p>	Project Work Plan	<p>Begin Project Work Plan</p> <p>Post Individual Activity Log</p> <p>Post Team Distribution Chart</p>

3	January 24	<p>Define individual strengths for team and relate to past achievements.</p> <p>Evaluate the Team Distribution Chart in terms of the project demands.</p> <p>Formulate 10 “powerful questions” derived from your problem statement.</p> <p>Derive required data for analysis from the “powerful questions”.</p> <p>Evaluate data gathering plan and work plan with preceptor.</p> <p>Differentiate “powerful” from “weak” questions.</p>	Small in class group exercises with team: powerful questions (build definition & 10 questions for your project.)	<p>Complete/post 10 powerful questions for team project. Identify data.</p> <p>Post individual activity log.</p> <p>Develop a “data gathering plan”</p>
4	January 31 <b>Teams convene independently</b>	<p>Refine project statement and work plan, incorporating preceptor input.</p> <p>Demonstrate independent project management and individual accountability to advance project milestones</p>		<p>Post Individual Activity Log</p> <p>Revise and submit team problem statement</p> <p>Complete and submit your project work plan.</p>
5	February 7	<p>Cultivate self-awareness and deliver constructive coaching to peers.</p> <p>Discuss class profile and explain individual strengths in general and small group with team</p>	Employ Strengths & MBTI to improve self-awareness and team performance	<p>Post Individual Activity Log</p> <p>Post interim Peer Evaluation from in-class exercise.</p>
6	February 14 <b>Teams convene independently</b>	<p>Identify and apply pertinent data collection methods, analyses and techniques etc).</p> <p>Interpret and apply principles of peer coaching using Strengths strategies outlined in “Working with Others. ..”</p>		Post Individual Activity Log

		Demonstrate independent project management and individual accountability to advance project milestones		
7	February 21 <b>Teams convene independently</b>	Demonstrate independent project management and individual accountability to advance project milestones		Post Individual Activity Log
8	February 28 <b>Teams convene independently</b>	Demonstrate independent project management and individual accountability to advance project milestones.	<p>Reassess project accomplishments, obstacles, and remaining timeline</p> <p>Redefine Problem Statement if necessary</p> <p>Amend project work plan if necessary .</p> <p>Draft outline of literature review, topics and benchmarking objectives, to inform your analysis and preliminary recommendations</p>	<p>Post Individual Activity Log</p> <p>Schedule individual, face-to-face team project status meeting with Ms. Toth prior to February 28</p>
	March 7 <b>No class</b>	Spring Break-No Class		
9	March 14	<p>Compile and Finalize Data Collection and Synthesis and Analysis of Data Review due dates and deliverables and grading rubric.</p> <p>Compare and contract team strategies for managing communications with client preceptors</p>	<p>Revise and finalize original problem statement to reflect evolution of the project</p> <p>Update and complete Project Work Plan for the remainder of the semester</p>	<p>Post updated problem statement and work plan.</p> <p>Post individual activity log.</p>
10	March 21 <b>Teams convene</b>	Demonstrate independent project	Evidence-based Decision making	Prepare and post the annotated

	<b>independently</b>	management and individual accountability to advance project milestones.  Substantiate recommendations using citations from multiple sources documented in PA or MLA format.		bibliography for your project.  Post individual activity log.
11	March 28 <b>Teams convene independently</b>	Demonstrate independent project management and individual accountability to advance project milestones.	Defend and validate project recommendations with client preceptor.  Finalize recommendations.	Post individual activity log.
12	April 4	Align expectations for course completion.  Review team status with instructor.	Review grading rubric and deliverables. Teams work independently.	Post FINAL Individual Activity Log
13	April 11 <b>Meet in G-112</b>	Deliver a dynamic presentation and demonstrate advanced use of presentation technology.	<b>Final Project Presentations (4 teams)</b>	Post PowerPoint presentation.
14	April 18 <b>Teams convene independently</b>	Evaluate the performance and contributions of self and peers.		Complete and Post Team/Peer Evaluations.
15	April 25 <b>Meet in G-112</b>	Deliver a dynamic presentation and demonstrate advanced use of presentation technology. Produce written product that is grammatically correct, fluent, efficient and clearly organized. Confirm receipt of all preceptor evaluations.	<b>Final Project Presentations (3 teams)</b>	-Post PowerPoint presentation. -Complete and Post Written Executive Summaries -Complete ALL course and program assessments and evaluations

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.