

PUBH 7547, SECTION 320

Healthcare Human Resource Management
 Spring 2019

COURSE & CONTACT INFORMATION

Credits: 2 credits

Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Moodle at <http://moodle.umn.edu>

Contact Type	Contact Information	Role	When to Contact
Instructor	Jennifer Preston pres0068@umn.edu	Primary instructor for this course	Contact your instructor via the Course Q&A/Announcements Forum on the Moodle site, or in lesson-specific forums. Your instructor and TA will be checking forums at least once a day and returning emails within 24 hours. You can also contact the instructor directly via email. Please use email for private matters.
Grader	Kari Winning Winni035@umn.edu	Evaluates adherence to grading guidelines, reviews quality of assignment, and provides numerical grade based on established rubric. May provide recommendation to instructor regarding individual feedback to student on assignments]	(Students traditionally have not contacted the grader directly.)
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, quizzes or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. My goal is to respond to emails within 24 hours.

COURSE DESCRIPTION

This course covers concepts in human resources management as applied to health services organizations. Students will explore the relationship between human resources management and general management; nature of work and human resources; compensation and benefits; workforce planning; recruitment and selection; training and development; employee appraisal and discipline; and union-management relations.

COURSE PREREQUISITES

There are no prerequisites for this course.

COURSE GOALS & OBJECTIVES

Students successfully completing this course will be able to:

- Examine a case study and provide HR recommendations to accomplish specific strategic objectives
- Explain the critical role that the HR function plays in health care operations and strategic planning
- Identify opportunities for alignment of HR programs and practices to strategic initiatives of an organization
- Identify possible risks associated with regulatory or legal consequences

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

PubH 7547 is a 2-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting ~~the TA or~~ instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

Textbook: Pynes, J. E., & Lombardi, D. N. (2012). Human resources management for health care organizations: a strategic approach. John Wiley & Sons

This course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the course site.

It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

Week	Topic	Readings	Activities/Assignments
Week 1 March 12 - 17	HR as a Strategic Partner	Text <ul style="list-style-type: none"> • Human Resources Management for Health Care Organizations <ul style="list-style-type: none"> ◦ Chapter 1, pp. 27-29 Articles <ul style="list-style-type: none"> • Fast Company Staff. (2005). Why we hate HR. Fast Company • Taylor, B. (2010). Why we (shouldn't) hate HR. Harvard Business Review • Cappelli, P. (2015). Why we love to hate HR ... and what HR can do about it. Harvard Business Review Optional Article <ul style="list-style-type: none"> • Inglis-Arkell, E. (2012). The lasting mystery of the Hawthorne effect. Gizmodo 	<ul style="list-style-type: none"> • Discussion 1: Why We (Shouldn't) Hate HR (initial post due Thurs 3/14, response due Sun 3/17)
March 18 - 24 SPRING BREAK			
Week 2 March 25 - 31	Organizational Development	Text <ul style="list-style-type: none"> • Human Resources Management for Health Care Organizations <ul style="list-style-type: none"> ◦ Chapter 12, pp. 329-351 Articles <ul style="list-style-type: none"> • Folz, C. (2016). How to change your organizational culture. HR Magazine (October 2016). • Broadnax, R. (2014). How a change-weary hospital system implemented more changes. HR Magazine (April 2014) 	<ul style="list-style-type: none"> • Discussion 2: Organizational Development Challenges in Healthcare (initial post due Thurs 3/28, response due Sun 3/31)
Week 3 April 1 - 7	HR Legislative and Regulatory Requirements	Text <ul style="list-style-type: none"> • Human Resources Management for Health Care Organizations <ul style="list-style-type: none"> ◦ Chapter 4, pp. 83-113 Articles <ul style="list-style-type: none"> • Reger, C.M., and Forman Pollack, R. (2017). Workplace sexual harassment: me too or not us? Society for Human Resource Management (November 2017) • EEOC Press Release (choose one from the selected articles linked in eReserves) Optional Article <ul style="list-style-type: none"> • Francis, E. \$168 million awarded in california sex harassment suit. ABCNews (March 2012) • (2009). Equal payback for Lilly Ledbetter. Forbes (April 2009) 	<ul style="list-style-type: none"> • Discussion 3: Legislative and Regulatory Requirements (initial post due Thurs 4/4, response due Sun 4/7)
Week 4 April 8 - 14	Employee Relations, Labor Relations, and Performance Management	Text <ul style="list-style-type: none"> • Human Resources Management for Health Care Organizations <ul style="list-style-type: none"> ◦ Chapter 9, pp. 225-241; and chapter 14, pp. 355-357 and 360-374 Articles <ul style="list-style-type: none"> • Studer, Quint. Turn your performance review system into one that works. Quality Digest (January 2010) 	<ul style="list-style-type: none"> • Small Group Paper: Effective Performance Management (due Sun 4/14)

<p>Week 5 April 15 - 21</p>	<p>Talent Management</p>	<p>Text</p> <ul style="list-style-type: none"> • Human Resources Management for Health Care Organizations <ul style="list-style-type: none"> ○ Chapter 8, pp. 178-192 and 199-207 <p>Articles</p> <ul style="list-style-type: none"> • (2004). Strategies for leadership: Does your hospital reflect the community it serves? - A diversity and cultural proficiency assessment tool for leaders. American Hospital Association 	<ul style="list-style-type: none"> • Discussion 4: Diversity and Cultural Competence (initial post due Thurs 4/18, response due Sun 4/21)
<p>Week 6 April 22 - 28</p>	<p>Total Rewards</p>	<p>Text</p> <ul style="list-style-type: none"> • Human Resources Management for Health Care Organizations <ul style="list-style-type: none"> ○ Chapters 10 and 11, pp. 247-286 <p>Articles</p> <ul style="list-style-type: none"> • Welch, J. No such thing as work-life balance. The Juggle, The Wall Street Journal, July 13, 2009. • Burkus, D. Research: Keeping work and life separate is more trouble than it's worth. Harvard Business Review • Sternberg, S. (2016). National Academy to tackle burnout in medicine. U.S. News <p>Optional Article</p> <ul style="list-style-type: none"> • Ariely, D. and Lanier, W. (2015). Disturbing trends in physician burnout and satisfaction with work-life balance: Dealing with malady among the nation's healers. Mayo Clinic Proceedings, Vol.90 (12), pp.1593-1596. 	<ul style="list-style-type: none"> • Discussion 5: Work/Life Balance (initial post due Thurs 4/25, response due Sun 4/28)
<p>Week 7 April 29 - May 5</p>	<p>HR Current Ethical Issues and Future Challenges</p>	<p>Articles</p> <ul style="list-style-type: none"> • Society for Human Resource Management. (2014). Future insights: The top trends for 2014 according to SHRM's HR subject matter expert panels. Society for Human Resource Management website • Health Research & Educational Trust. (2014). Building a leadership team for the health care organization of the future. Chicago, IL: Health Research & Educational Trust. • Burden, L. (2017). Report reaffirms generational tendencies at work. Society for Human Resources Management • Henderson, T. (2017) The future of the workplace and what HR can do to prepare (Forbes Community Voice). Forbes.com • Mizra, B. (2017). What's out and what's in for 2018. Society for Human Resource Management website <p>Optional Article</p> <ul style="list-style-type: none"> • Gorezman, J. (2008). Balancing just culture with regulatory standards, Nursing Administration Quarterly, 2008 Oct-Dec; 32(4): pp 308-11. 	<ul style="list-style-type: none"> • Reflection Paper: The Future of HR (due Mon 5/6) • Final Paper: Total Rewards (due Mon 5/6)

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Discussion 1: Why We (Shouldn't) Hate HR	20
Discussion 2: Organizational Development Challenges in Healthcare	20
Discussion 3: Legislative and Regulatory Requirements	20
Small Group Paper: Effective Performance Management	20
Discussion 4: Diversity and Cultural Competence	20
Discussion 5: Work/Life Balance	20
Reflection Paper: The Future of HR	20
Final Paper: Total Rewards	100
Total Points	240

Discussion Board

In order to facilitate an online discussion board, rather than just posting individual responses, students will be expected to do the following:

- Submit no less than 2 postings a week to the discussion board, each of 100 words or longer
- Address the discussion question posed in their initial post
- Submit their first posting no later than midnight on the Thursday of each respective topic's week
- Post their other responses no later than 11:59 p.m. on the Sunday of each topic's week
- Include at least one additional, non-assigned source in at least one of their postings each week
- Include a citation for that source using APA citation guidelines
- Provide well-supported evidence for the points made within their postings; opinions are fine, so long as they are supported with legitimate evidence
- Contribute something new to the discussion (responses primarily comprised of "I agree with Jane Smith..." statements will not be considered thoughtful postings, making new contributions).

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Late Assignments</p>	<p>Most of the coursework is discussion oriented. It is necessary to keep up with discussions as they occur. Submissions are expected to be completed on or before the established deadlines. All late assignments will result in decreased points.</p>
<p>Attendance Requirements</p>	<p>N/A</p>
<p>Makeup Work for Legitimate Reasons</p>	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events <p>Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://z.umn.edu/sphmakeupwork).</p>
<p>Extra Credit</p>	<p>Because on-line discussions are such an important component of the course, if original posts and/or responses to classmates' posts are missed, it is difficult to make up the work. If assignments are missed, due to the extraordinary events listed above, a student may request, and permission may be granted, to complete an extra credit assignment. This should be a rare occurrence.</p>
<p>Saving & Submitting Coursework</p>	<p>Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.</p>

<p>Technical Issues with Course Materials</p>	<p>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"> • Go to Quick Help: http://z.umn.edu/sphquickhelp. • Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> ○ Provide as much information as possible, so the tech team can best help you as soon as possible. ○ You can expect a response within 1-2 business days to help resolve the problem.
<p>Intellectual Property of Instructors' Material</p>	<p>The MHA program prohibits any current student from uploading MHA course content (e.g., lecture notes, assignments, or examinations for any PUBH 65XX or PUBH 75XX courses) created by a University of Minnesota faculty member, lecturer, or instructor to any crowdsourced online learning platform.</p>

CEPH KNOWLEDGE DOMAINS

Knowledge Domain	Course Learning Objectives	Assessment Strategies
<p>CEPH Domain: Explain public health history, philosophy and values</p> <p>CEPH Competencies: Leadership</p>	<p>Students successfully completing this course will be able to:</p> <ul style="list-style-type: none"> • Explain the critical role that the HR function plays in health care operations and strategic planning • Identify opportunities for alignment of HR programs and practices to strategic initiatives of an organization 	<p>In Week 1, students will explore the evolution of Human Resources in US industry, and the importance of Human Resources as a business partner in the practice of health care.</p> <p>In the final exam, students must apply what they have learned about Human Resources including benefits, compensation, work-life balance, policies and practices, to critically evaluate a total rewards program in a selected health care organization.</p>

NCHL HEALTHCARE LEADERSHIP COMPETENCIES FOR CAHME ACCREDITATION PURPOSES

Competency	Course Learning Objectives	Assessment Strategies
<p>L9 – Human Resources Management</p> <p>L9.1 – Is familiar with Basic Employment Processes and Law</p> <p>L9.3 Aligns Human Resources Functions with Strategy</p>	<p>Students successfully completing this course will be able to:</p> <ul style="list-style-type: none"> • Identify possible risks associated with regulatory or legal consequences • Examine a case study and provide HR recommendations to accomplish specific strategic objectives • Explain the critical role that the HR function plays in health care operations and strategic planning • Identify opportunities for alignment of HR programs and practices to strategic initiatives of an organization 	<p>Discussion assignment in week 3 will explore recent EEOC cases and pertinent settlements relating to discriminatory practices in healthcare organizations.</p> <p>Lecture in Week 1 explores linkage of Human Resources initiatives to organizational strategic objectives.</p> <p>Week 2 discussion addresses Organizational Development interventions that help drive organizational change, and students must draw upon their own experience to analyze a case study, both identifying success and failure of OD initiatives.</p>