

**DEPARTMENT OF HEALTHCARE ADMINISTRATION AND POLICY  
SCHOOL OF PUBLIC HEALTH  
UNIVERSITY OF NEVADA, LAS VEGAS**

**Course Syllabus**

**EMHA 717 – Human Resources Management of Healthcare Organizations  
Semester/Year: Fall 2021**

**Course Description:**

Covers structural and behavioral systems and human resources process systems. Taught from the perspective of strategic management and in the context of the legal environment for healthcare organizations.

**Course Narrative:**

This course introduces the technical and legal aspects of human resources management (HRM) from a strategic business perspective and examines how HRM best practices can be applied to management of health services organizations. The course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently constraining health care organizations. 3 Credits.

**EMHA Competencies:**

- A1. Healthcare Issues and Trends (Demonstrate a broad knowledge of the healthcare industry and trends involved in provision, coverage, and access to care)
- A2. Standards and Regulations (Identify standards, laws, regulatory and accreditation criteria applicable to healthcare organizations; with recognition of ongoing transformation)
- B1. Effective Written, Oral and Presentation Skills (Be able to communicate in a clear and logical manner within both formal and informal groups of all sizes)
- B2. Interpersonal Communication and Working Effectively in Teams (Build collaborative relationships, create, participate in, be accountable to, and lead teams)
- C2. Diversity and Inclusion (Understand the importance of promoting diversity and inclusion to improve healthcare services)
- C4. Systems Thinking (Broad systems connections - potential impacts and consequences of decisions in a wide variety of situations)
- D2. Organizational Dynamics and Governance (Apply organizational theory and behavior to develop, assess, design or redesign healthcare organizations)
- D3. Problem-Solving and Decision-Making (Formulate questions and apply models to address issues and problems with stakeholder input)
- D9. Healthcare Legal Principles Development, Application and Assessment (Analyze managerial issues related to the law governing healthcare; compliance; fiduciary responsibility)
- D13. Workforce Development Management (Define clinical and nonclinical roles and apply methods and techniques related to the management of healthcare organization employees and professional staff)

A complete list of EMHA competencies can be found [here](#).

**Course Objectives:**

At the completion of the course, students are expected to gain the following MHA/MPH competencies through achieving the learning objectives listed below. Achievement of MHA/MPH competencies will be measured through the assessment method implemented throughout the course. At the conclusion of this

course, students will be able to:

1. Identify the essential functions of human resources management (HRM) in health care administration (A1; D13).
2. Discuss how the essential functions of human resources relate to each other and to the broader business strategy in health services organizations (C2; C4).
3. Evaluate and summarize the roles and responsibilities of HR professionals and organizational leaders in HRM (B1; B2; D2, D3).
4. Discuss the legal and regulatory environment of human resources management (A2; D9).
5. Recommend HRM methods and techniques related to the management of healthcare employees and professional staff (B1, D2).

**Level of Competency Attainment in EMHA Courses:**

**Basic Competence:** The student is able to demonstrate overall general knowledge and basic skills in regards to the competency. They are able to describe and comprehend the basic principles, content, and/or history related to this competency.

**Intermediate Competence:** Building on their knowledge of the concepts from under-graduate education and professional experiences, the student can apply their advanced knowledge base of the competency through discussions, assignments, group projects, case studies and class presentations.

**Advanced Competence:** Through synthesis and application, the student should be able to integrate knowledge and skills into a wide variety of situations, consistently and independently demonstrating a command of the professional function in decision-making to the point of being able to teach others about the competency learned. In this capacity, students can expect group projects, case studies, and real-world projects such as team projects to address challenges within their workplace or within the community.

Course Objective	Competency	Level*	Teaching Method	Assessment Method
1. Identify the essential functions of human resources management (HRM) in health care administration.	A1, D13	Advanced	Readings; Lectures; videos; case studies	Discussions Board, Assignments, Case Study, reaction paper
2. Discuss how the essential functions of human resources relate to each other and to the broader business strategy in health services organizations.	C2, C4	Advanced	Readings; Lectures; videos; case studies	Discussion Board, Case study; Final Presentation
3. Evaluate and summarize the roles and responsibilities of HR professionals and organizational leaders in HRM.	B1, B2, D2, D3	Intermediate	Readings; Lectures; videos	Discussion Board, assignments, reaction paper; Case Study
4. Discuss the legal and regulatory environment of human resources management.	A2, D9	Intermediate	Readings; Lectures; videos	Discussion questions, assignments,
5. Recommend HRM methods and techniques related to the management of healthcare employees and professional staff.	B1, D2	Advanced	Readings; Lectures; videos; case studies	Discussion Board; Assignments, Group Case Study presentation

**Required Text:**

Sampson, C. & Fried, B. (2021). Human Resources in Healthcare: Managing for Success (5th edition). Chicago, IL: Health Administration Press. ISBN: 9781640552456  
 FREE Version of this text can be found on the [UNLV Library website](#).

Harvard Business Publishing Education Coursepack: Leadership Simulation: Patient Zero  
 Link to download simulation will be found on WebCampus.

Additional required journal articles and case studies will be provided by the instructor and posted on WebCampus.

**Grades:**

Grades are determined as follows.

Total points available = 600

A = 100% – 90% (540 – 600 points)

B = 89% – 80% (480 – 539 points)

C or Below = 79% – 70% (479 points or less)

Any grade below a “B” will not qualify for graduate credit. A student who receives a B- or lower will be placed on academic probation.

**Grading Components:**

Item	Number of Units	Points per Unit	Total
Discussion Questions	6	50	300
Assignments	2	100 50	150
Cardiovascular Case Study Case Study Critique	1 1	100 50	150
<b>TOTAL</b>			<b>600</b>

**Assignments Overview:**

Note: Each week, you must read all assigned readings (text, articles and lecture notes).

*Discussion Questions:*

Six (6) discussion questions are assigned throughout the course. Total score for all Discussion Question Activity is 300 points.

Students must show originality and analytical ability in their responses to the questions. In addition, you will be required to post a minimum of one response to the original post of your fellow students to be deemed proficient. Response posts indicate class engagement. More than one response post is considered exemplary.

**If you fail to comment on a peer's post, you will lose 10 of the points awarded for that Discussion question.** Discussion threads will have a deadline. If you miss the deadline, you will receive a ZERO score. If you respond to a peer's post but fail to provide an original post to the DQ, you will receive a ZERO score for the discussion question. Each Discussion Question will have a Grading Rubric (See Below). Generally, the following will be considered when grading discussion board activity:

*Original Post:*

- \* Did the student post a response to the instructors Discussion Question in a timely manner?
- \* Is the original post: a) supported by citation and references from the text or reading assignments, b) thought-provoking, original, i.e. introduces a new or original concept into the conversation versus a rewording of something already posted; and c) professionally written, e.g. good use of spelling, grammar, student proofread post before submitting?

TIP #1: When I ask for a recommendation or provide an analysis, you will want to provide at least two recommendations or provide an analysis that addresses more than one aspect of the topic.

TIP #2: These are academic discussion questions. They are NOT casual classroom conversations. You are graded on the discussion questions. Therefore, incorporate the reading materials from the course and do

extra research if it will assist your response. Make sure to cite and reference your responses in the discussion questions.

*Response Post to Peers:*

- \* Do the response posts add new ideas to the discussion and/or offer a critical review? Participation:
- \* Does the student appear to be engaged with peers in the discussion throughout the week?
- \* Does the student post at the last minute of the deadline (which doesn't allow peers much opportunity to provide feedback)?
- \* Does the student demonstrate quality by concise presentation of ideas and critical analysis?

*Deadline for Posts:*

Please respond to the posted discussion questions by the deadline. You will have one day after the deadline to post responses to a fellow student's post(s). As a courtesy to your fellow students, please do not wait until the last minute to post in order to give everyone time to respond.

*Assignments:*

Assignments will be posted in the Learning Modules with instructions. There are three (2) assignments worth a total of **150 points**. You are expected to provide a comprehensive analysis of your work. Your work will be graded based on accuracy in completing the assignment, ability to incorporate terms and concepts introduced in the learning modules and demonstrated critical thinking skills. Detailed instructions will be provided in the Learning Modules. Assignments will be submitted either through the Assignments section of WebCampus or posted in the Discussions section. Make sure to follow the instructions provided. The assignments are as follows:

1. Week 4 – Recruitment and Selection Assignment (100 points)
2. Week 6 – Reaction Paper (50) points

*Cardiovascular Case Study and Critique:*

The case study is worth **100 points**. The case analysis critique is worth 50 points. You will be randomly assigned to a group to analyze and present your case study findings and HRM recommendations to the Discussion Board. As individuals, you will provide a critique of at least one group's presentation (not your own group's presentation).

**Additional Grading Considerations:**

*Missed Assignments:*

**LATE AND MISSED ASSIGNMENTS WILL NOT BE ACCEPTED**

**AND WILL RECEIVE A ZERO SCORE.** Under certain circumstances, you may request to submit an assignment after the deadline (refer to UNLV policies below). If you believe you cannot meet the submission deadline for an assignment, you must contact the professor at least **24 hours IN ADVANCE of the assignment due date** to make arrangements for submission. You may be required to provide documentation to validate your request.

**Examples of documentation required** for missed assignments are as follows. This list is not inclusive; additional documentation may be required for other circumstances.

- Death of immediate family member - death certificate of family member as defined per the Nevada Administrative Code NAC 284.5235 "Immediate family" means: parents, spouse, children, brothers, sisters, grandparents, great-grandparents, uncles, aunts, nephews, grandchildren, nieces, great-grandchildren, and stepparents.
- Medical - appropriate medical documentation on professional letterhead with dates of medical care
- Military orders- change of duty station pursuant to military orders

- Administrative – Notification from the Disability Resources Center stating that an accommodation is required due to the student’s disability
- Other documentation appropriate to extenuating circumstances

*Program Use of Student Work:*

Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

**Other UNLV Policies:**

You are also responsible for reviewing and complying with the academic policies found [here](#).

**EMHA 717 Course Schedule:**

If there are any discrepancies in due dates or other information between Canvas and the syllabus, **the dates listed in the syllabus supersede WebCampus**. Please notify course instructor immediately if you notice any discrepancies between the syllabus and Canvas. The instructor reserves the right to amend this syllabus. Any changes will be announced and/or distributed in class. It is your responsibility to keep abreast of changes.

DUE DATES	ASSIGNMENT TOPICS
09/27/21	<p><b>Week 1 – Strategic Human Resources Management in Health Care</b></p> <p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>○ Textbook: Chapters 1, 3, 14 and Lecture Notes</li> <li>• Pathak, A. (2021) <a href="#">How HR Challenges are Shaping the Healthcare Industry</a>. <i>HR Daily Advisor</i>.</li> <li>• Schneider, A. M., Oppel, E. M., &amp; Winter, V. (2019). <a href="#">Explaining variations in hospitals’ use of strategic human resource management: How environmental and organizational factors matter</a>. <i>Health Care Management Review</i>.</li> <li>• Oppel, E. M., Winter, V., &amp; Schreyögg, J. (2019). <a href="#">Examining the relationship between strategic HRM and hospital employees’ work attitudes: an analysis across occupational groups in public and private hospitals</a>. <i>The International Journal of Human Resource Management</i>, 30(5), 794-814.</li> <li>• Boon, C., Eckardt, R., Lepak, D. P., &amp; Boselie, P. (2018). <a href="#">Integrating strategic human capital and strategic human resource management</a>. <i>The International Journal of Human Resource Management</i>, 29(1), 34-67.</li> <li>• Robbie Welan (2021, August 29). <a href="#">High Pay for Covid-19 Nurses Leads to Shortages at Some Hospitals</a>  Wall Street Journal</li> </ul> <p>Assigned Video:</p> <ul style="list-style-type: none"> <li>• TEDx Talks. (2014, September 8). <a href="#">Putting the human back into human resources</a>   Mary Schaefer   TEDxWilmington.</li> <li>• Ivy Panda. (2019, September 22). <a href="#">Role of Human Resources Management in Healthcare Industry</a>   Free Essay Sample.</li> </ul>
10/3/21	Discussion Question #1: Introduction (50 points)
10/3/21	Discussion Question #2: Strategic Human Resources Management in a Pandemic (50 points)
10/4/21	Student Response Posts DUE

10/4/21	<p><b>Week 2 – Organizational Development</b></p> <p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>○ Textbook: Chapters 4, 5 and Lecture Notes</li> <li>• Rubino, L. (2016). <i>Leadership (Chapter 2): Leadership Theory Application and Skill Development</i> (5th ed.)</li> <li>• Cass, M. (2016). <a href="#">Negligent Credentialing: Will Our Systems Save Us From Ourselves? (Links to an external site.)</a> <i>Journal of Radiology Nursing</i>, 35(4), 300- 304.</li> <li>• Weech-Maldonado, R., Dreachslin, J. L., Epané, J. P., Gail, J., Gupta, S., &amp; Wainio, J. A. (2018). <a href="#">Hospital cultural competency as a systematic organizational intervention: Key findings from the national center for healthcare leadership diversity demonstration project (Links to an external site.)</a>. <i>Health care management Review</i>, 43(1), 30-41.</li> <li>• Review the DHHS Think Cultural Health <a href="#">website</a>.</li> <li>• <a href="#">Cultural and Linguistically Appropriate Standards</a> (CLAS).</li> <li>• Lee, C. C., Quattropani, J., Seo, D., &amp; Lim, H. S. (2021). <a href="#">The moderating effects of employee generation on workplace retention during the COVID-19 pandemic</a>. <i>QRBD</i>, 41.</li> <li>• Barron, et al. (2021, June 24). <a href="#">How to Measure the Value of Virtual Healthcare</a></li> </ul> <p>Assigned Videos:</p> <ul style="list-style-type: none"> <li>• Kathymatzka. (2011, September 22). <a href="#">Understanding negligence in credentialing</a></li> <li>• Pratian Tech. (2016, June 14). <a href="#">Credentialing Training Topic 1</a></li> <li>• IHI Open School. (2014, May 2). <a href="#">How can you become a leader in healthcare.</a></li> <li>• Institute for Healthcare Improvement. (2018, June 27). <a href="#">How to increase the diversity of healthcare leadership</a></li> <li>• GreggU. (2018, June 24). <a href="#">HR Basics: Human Resources Metrics</a></li> </ul>
10/10/21	Week 2 Case Study Discussion #1: Leadership Simulation: Patient Zero
10/10/21	Week 2 Case Study Discussion (#2): Workforce Diversity

10/11/21	Student Response Posts DUE
10/11/21	<p><b>Week 3 – Job Analysis and Design</b></p> <p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>○ Textbook: Chapters 6, 10, 11 and Lecture Notes</li> <li>• Kacik, A. (2020, August 3). <a href="#">Use with discretion: As frontline workers suffer layoffs and furloughs, giving executives bonuses can stir resentment</a>. <i>Modern Healthcare, Executive Compensation Survey</i>.</li> <li>• Blumberg, L. J., &amp; Holahan, J. (2019). <a href="#">The pros and cons of single-payer health plans</a> [PDF file].</li> <li>• Gordon, H. J., Demerouti, E., Le Blanc, P. M., Bakker, A. B., Bipp, T., &amp; Verhagen, M. A. (2018). <a href="#">Individual job redesign: Job crafting interventions in healthcare</a>. <i>Journal of Vocational Behavior, 104</i>, 98-114.</li> <li>• Society for Human Resources Management. (2019). <a href="#">Healthcare and health services (Links to an external site.): SHRM Employee Benefits 2019</a> [PDF File].</li> </ul> <p>Assigned Videos:</p> <ul style="list-style-type: none"> <li>• Gregg Learning. (2017, January 10). <a href="#">HR Basics: Job Analysis</a></li> <li>• Osmosis. (2017, September 19). <a href="#">Physician Compensation in the U.S.</a></li> </ul>
10/17/21	Week 3 Discussion #1: Job Analysis and Design
10/17/21	Week 4 Discussion #2: Employer-Sponsored Health Insurance debate
10/18/21	Student Response Posts DUE

10/24/21	<p><b>Week 4 – Workforce Planning</b></p> <p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>○ Textbook Chapters 7, 8, 13 and Lecture Notes</li> <li>• Glazer, G., Tobias, B., &amp; Mentzel, T. (2018). <a href="#">Increasing healthcare workforce diversity: Urban universities as catalysts for change (Links to an external site.)</a>. <i>Journal of Professional Nursing</i>, 34(4), 239-244.</li> <li>• Centers for Disease Control and Prevention: Covid 19 (2021). <a href="#">Strategies to Mitigate Healthcare Personnel Staffing Shortages</a></li> <li>• Rivera, L. &amp; Tilscik, A. (2017, April 4). <a href="#">Research: How Subtle Class Cues Can Backfire on Your Resume</a>. <i>Harvard Business Review</i></li> </ul> <p>Assigned Videos:</p> <ul style="list-style-type: none"> <li>• Alanis Business Academy (2012, December 1). <a href="#">Human Resource Management: Human Resource Recruitment</a>.</li> <li>• Alanis Business Academy (212, December 2). <a href="#">Human Resource Management: Human Resource Selection</a>.</li> <li>• Comphealth (2013, September 26). <a href="#">How to Recruit Healthcare Talent: Think Like a Marketer</a>.</li> <li>• <i>Provider Magazine</i> (2017, May 15). <a href="#">Millennials and their Impact on Employee Turnover</a>.</li> </ul>
10/24/21	Written Assignment: Recruitment and Selection Plan

10/25/21	<p><b>Week 5 – Employee and Labor Relations</b></p> <p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>○ Textbook Chapters 2, 9, 12 and Lecture Notes</li> <li>• Rothstein, M. A., Parmet, W. E., &amp; Reiss, D. R. (2021). <a href="#">Employer-Mandated Vaccination for COVID-19</a>. <i>American Journal of Public Health</i> 111, 1061-1064.</li> <li>• Ko M, Dorri A. (2019). <a href="#">Primary care clinician and clinic director experiences of professional bias, harassment, and discrimination in an underserved agricultural region of California</a>. <i>JAMA Netw Open</i>. 2(10)</li> <li>• Bacal, R. (n.d.). <a href="#">Ten Stupid Things Managers Do to Screw Up Performance Appraisals</a>.</li> <li>• Cogin, J. A., Ng, J. L., &amp; Lee, I. (2016). <a href="#">Controlling healthcare professionals: how human resource management influences job attitudes and operational efficiency</a>. <i>Human resources for health</i>, 14(1), 55.</li> <li>• McKersie, R. B., Eaton, S. C., &amp; Kochan, T. A. (2004). <a href="#">Kaiser Permanente: Using Interest-Based Negotiations to Craft a New Collective Bargaining Agreement</a>. <i>Negotiation Journal</i>, 20(1), 13-35.</li> </ul> <p>Assigned Videos:</p> <ul style="list-style-type: none"> <li>• Dr. Brian K. Miller. (2016, July 3). <a href="#">Seminar in HRM: Employee Rights and Discipline</a></li> <li>• TED. (2009, August 25). <a href="#">The Puzzle of Motivation  Dan Pink</a></li> <li>• Gregg Learning. (2016, August 12). <a href="#">Employee and Labor Relations</a></li> </ul>
10/31/21	Cardiology Case Study Presentation (100 points)
11/1/21	Cardiology Case Critiques (50 points)

11/1/21	<p><b>Week 6 – HRM Quality and Safety</b></p> <p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>○ Textbook Chapters 15, 16 and Lecture Notes</li> <li>• Robbins, J., &amp; McAlearney, A. S. (2018). Toward a high-performance management system in health care, Part 5: How high-performance work practices facilitate speaking up in health care organizations. <i>Health Care Management Review (Links to an external site.)</i>, 1.</li> <li>• Dzau, V., Kirch, D. &amp; Nasca, T. (2020). <a href="#">Preventing a parallel pandemic - A national strategy to protect clinicians' well-being</a>. <i>The New England Journal of Medicine</i>.</li> </ul> <p>Assigned Videos:</p> <ul style="list-style-type: none"> <li>• TEDMED. (2015, July 9). <i>Why Hospitals are Making Us Sick Robin Guenther</i>.</li> <li>• Austin Dean (2019). <a href="#">Moral Injury of Healthcare—It's NOT burnout</a></li> </ul>
11/6/21	Reaction Paper