CAROLINA
UNIVERSITY

Healthcare Administration **LEA 823**
Spring 2024 Syllabus

PROFESSOR: Dr. Hosam A Farag
Office Location: Online
Office Hours: Available by appointment via Zoom
Class: Live class Thursday 6:00-7:30 pm
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MISSION STATEMENT
Carolina University is a Christ-centered University committed to educating aspiring leaders worldwide through exceptional teaching, scholarly research, creative innovation, and professional collaboration.

COURSE DESCRIPTION
LEA 823 is a foundational course to introduce future healthcare professionals and others interested in the field to the scope of responsibilities in managing a healthcare facility. It is designed to prepare students for their ensuing in-depth study of the healthcare industry and to build their critical thinking and analysis skills.

COURSE DELIVERY AND METHODS
The course will utilize textbook reading, professor lectures and student discussions.

COURSE MATERIALS
Required Texts:
Fundamentals of Health Care Administration, Shelley C. Safian, PhD
ISBN-13:   978-0-13-306563-3
ISBN-10:   0-13-306563-4

Required Resources:
Computer and stable internet access

Recommended Resources:
Access to refereed, scientific papers on the subject

COURSE OBJECTIVES

In this course, the professor will demonstrate and cover the following:

1. To enumerate, define and discuss the responsibilities of a Healthcare Administrator and to identify, analyze the needs, and guide the work processes of every functional unit in the facility that are under the leader's purview by delegation to and oversight of subordinate leaders
2. To describe the differences in perception of healthcare by clinical professionals and administrative professionals and to identify and compare types of health services offered in different types of facilities and to various segments of the population
3. To identify and analyze the administrator's role in guiding a facility's financial state and outcomes through the use of compliance, strategic and tactical planning and execution of such plans and by having crisis management plans in place to handle disruptions in operations and service delivery and other business interruption threats
4. To illustrate the administrator's duties to verify and utilize safety practices, clinical practice guidelines and quality indicators to ensure employee and patient safety and to assure quality of care while recognizing the challenges presented by the facility's location and population served, and to evaluate and utilize the benefits of administrative and clinical technologies to enhance healthcare operations and ensure that safety, quality and financial goals are met

COURSE LEARNING OUTCOMES (CLOs)

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of the responsibilities, roles and functions of a healthcare administrator
2. Identify, analyze and demonstrate comprehension of the complexities of healthcare delivery in the United States
3. Describe and elaborate on the various planning and execution functions a healthcare administrator must undertake successfully to grow and protect the healthcare facility under her/his leadership and guidance
4. Demonstrate general knowledge of the various safety and quality challenges a healthcare facility administrator faces in leading the management team toward establishing proper tools, processes and staffing needed to attain the goals set in all areas of responsibility

COURSE REQUIREMENTS AND ASSIGNMENTS

Assignments by week are listed below in the Course Schedule. For each of the seven weeks of this course the following elements of participation are required **WRAP-Q** process (**W**atch, **R**ead, **A**ttend, **P**articipate and **Q**uizzes)
- **Watch** recording lecture. It will be available every week by Saturday 3:00 pm
- **Read** assigned chapters in the textbook.
- **Attend** and participate class every Thursday 6:00 Pm lecture which addresses the contents of the chapters you have read and the recording you have watched.

- **Participate** your weekly Discussion Board
    - o Each student is to provide at least 3 original posts and at least 2 responsive posts in each of the weekly discussions. All posts are to include any references used (including but not limited to the textbook) in gathering the information provided in each post.
    - o Original posts should be made by Thursday at 11:55 PM each week. All responsive posts are to be completed by Sunday at 11:55 PM each week. All posts must be made without criticism, argumentativeness and any form of scorn or character attack. Maintain the Christian principles by which Carolina University operates in your interactions, written and verbal, with each other.
- Complete the weekly **quizzes** by Sunday at 11:55 PM
- Complete the final paper by last day of the semester, 11:55 PM .

COURSE SCHEDULE (Watch, Read, Attend, Base, Quiz)

Week 1 Assignment
1. **Watch** Prerecorded lecture. It will be available online by Saturday at 3:00 pm.
2. **Read** Chapters 1 and 2 of the textbook.
3. **Attend** and participate in lecture 1, which addresses the contents of the chapters you have read and the recording you have watched.
4. **Participate** your Discussion Board this week on the following themes:
    a. What are the major skills that an effective healthcare administrator needs to run an effective, high-quality organization in any healthcare facility?
    b. How do community needs get assessed and covered in any healthcare facility?
    c. Enumerate and discuss the differences in perceptions of healthcare by administrative professionals and clinical professionals.
    d. Discuss how a healthcare administrator might determine which types of services to offer in her/his facility.
5. Complete the chapter **quizzes** as noted above.

Week 2 Assignment
1. **Watch** Prerecorded lecture. It will be available online by Saturday at 3:00 pm.
2. **Read** Chapters 3 and 4 of the textbook.
3. **Attend** and participate in lecture 2, which addresses the contents of the chapters you have read and the recording you have watched.
4. **Participate** your Discussion Board this week on the following themes:
Please create a primary post for at least 3 of the following topics and respond to two others.
    a. Payment for healthcare services continues to be controversial, with debates ongoing between those who support the current, third-party, private payer (for-profit insurer) model and others who support a single-payer model, with the Federal government being that payer and private

insurers providing supplemental coverage. Discuss the advantages and problems that accompany each payment model.

    b. Even not-for-profit organizations must have revenues to pay their bills. Discuss how a not-for-profit hospital can balance its revenues with its expenses when its largest payer, a private insurer, decides to reduce its payments for the major service provided by that hospital. Do not make your discussion solely about cost reductions. Are there other revenue sources that might be accessed?

    c. One responsibility of a healthcare administrator is to establish policies and procedures by which the Human Resources department may review and evaluate physicians who have applied for privileges (ability to admit patients and provide care) in the facility. Discuss what the administrator should require as credentials and background information for such a physician and why are these items important?

    d. The administrator is responsible for assuring that the facility's quality performance meets the requirements of Federal, state and local agencies and of the various payers that may cover care for patients who receive it at the facility. List and discuss the various elements of care quality and how you, as an administrator, can assure you are meeting all regulations and requirements as well as patient needs for high quality care.

2. Complete the chapter **quizzes** as noted above.

Week 3 Assignment

1. **Watch** Prerecorded lecture. It will be available online by Saturday at 3:00 pm.
2. **Read** Chapters 5, 6 and 7 of the textbook.
3. **Attend** and participate in lecture 3, which addresses the contents of the chapters you have read and the recording you have watched.
4. **Participate** your Discussion Board this week on the following themes:

Please create a primary post for at least 3 of the following topics and respond to two others

    a. Providing workplace safety (for patients and healthcare workers) is an important function of a healthcare administrator. Discuss major elements of workplace safety and how you, as an administrator, can assure that patients and staff are safe in your facility.

    b. Electronic Health Records (EHRs) have become a required part of healthcare record keeping to allow sharing of patient data between and among all of the care providers and facilities that the patient work with. As an administrator, what do you need to assure is present in the EHR system your facility uses and why is that important?

    c. Patient identification is a key patient safety component to prevent performance of procedures on or administration of medications to "wrong patients". As administrator, discuss the technologies and procedures that can be used to assist in assuring proper patient identification for patients in your facility.

      d. "Hospital food" has been the butt of many jokes and complaints. Discuss the issues that you, as administrator, need to be aware of and involved in regarding the provision of food to patients, staff and visitors in your facility. Keep in mind the many kinds of diets that physicians may order for patients as well as food safety, food quality, nutritional content of food and menu management.

2. Complete the chapter **quizzes** as noted above.

Week 4 Assignment
1. **Watch** Prerecorded lecture. It will be available online by Saturday at 3:00 pm.
2. **Read** Chapters 8,9 and 10 of the textbook.
3. **Attend** and participate in lecture 4, which addresses the contents of the chapters you have read and the recording you have watched.
4. **Participate** your Discussion Board this week on the following themes:

Please create a primary post for at least 3 of the following topics and respond to two others

      a. This week we are considering three critically important processes that you, as an administrator, must supervise and lead: Compliance Planning, Strategic Planning and Risk Management.
          i. Discuss each of these processes in terms of why they are important.
          ii. Address how you, as administrator, can lead these processes and assure that you have the best, expert support in designing and executing the key planning and risk functions for your facility.
      b. Strategic Planning requires market intelligence (information) and internal analysis to understand what the strengths and weaknesses of your own organization and of competitors are and of the opportunities and threats that you face in your market(s). Discuss how understanding these issues helps make the strategic plans for your facility stronger and more functional.
      c. As an administrator, discuss risk and risk assessment processes for your facility with a focus on what each term means and how risk assessment can be accomplished for the proposed expansion of services to your patients by acquiring a new piece of equipment to improve the speed of stroke diagnosis in your Emergency Department.
      d. As an administrator, considering that a motion picture production with famous movie stars included will begin in the next month in your community, what do you lead your team to do to prepare for the possibility that one or more of those stars might have to be admitted to your hospital. What compliance and risk issues do you need to prepare for and roll out to your staff members?

2. Complete the chapter **quizzes** as noted above.

Week 5 Assignment
1. **Watch** Prerecorded lecture. It will be available online by Saturday at 3:00 pm.
2. **Read** Chapters 11, 12 and 13 of the textbook.
3. **Attend** and participate in lecture 5, which addresses the contents of the chapters you have read and the recording you have watched.

4. **Participate** your Discussion Board this week on the following themes:
Please create a primary post for at least 3 of the following topics and respond to two others

      a. Review the 5 steps to developing a preparedness program (Box 11-1) and discuss each of the components and their value.

      b. Review the classifications of internal and external crises and discuss what can be done to prevent, or at least mitigate, the impact of each type.

      c. Discuss the benefits of nurturing intellectual capital and employee retention. Include focus on the impact of staff satisfaction and its direct correlation to quality of care.

      d. Concentrating on the portion of the administrator's job description, specifically to develop and implement policies related to internal audits to support the implementation of corrective actions and to cooperate with external audits, discuss and explain why this is an important part of the job.

2. Complete the chapter **quizzes** as noted above.

Week 6 Assignment
1. **Watch** Prerecorded lecture. It will be available online by Saturday at 3:00 pm.
2. **Read** Chapters 14 and 15 of the textbook.
3. **Attend** and participate in lecture 6, which addresses the contents of the chapters you have read and the recording you have watched.
4. **Participate** your Discussion Board this week on the following themes:
Please create a primary post for at least 3 of the following topics and respond to two others

      a. Elaborate the differences between a law, a regulation, and a statute. Identify the primary authorities for regulating the health care business (e.g. CMS, DHHS, OSHA, etc.). Discuss why it is important for every facility to comply with both the federal and state government requirements and regulations.

      b. Describe and discuss each of the categories of laws: patient care, health care business, and employment.

      c. Review the purpose of a marketing plan, the competitive nature of health care today, and the need actively to attract patients to every type of health care facility.

      d. Discuss marketing, advertising, and public relations activities presented by local area health care professionals. Include examples you have seen, including print (newspaper and magazine), online (including Facebook and other social media) and television commercials. Recognize that placing the name of a healthcare organization or provider on an event, such as a 5 or 10K run or a health fair, is marketing. Have you seen any national

marketing by healthcare-related entities like pharmaceutical companies. How about political marketing? Is lobbying by ad a marketing act?

2. Complete the chapter quizzes as noted above.

Week 7 Assignment

This week requires the submission of a paper that describes how you plan to use the information you gained in this course to further your education and career. The paper is to be written using the APA format and have at least 4 pages of text, double-spaced, in Times New Roman 12-point font with a title page and a reference page (total of 6 pages, minimum). The paper is due on the final day of the class session.

ASSIGNMENT WEIGHTS

Assignment Type	Weight of Assignment (points or percentage)
Participation in Discussion Boards (6 X 50 points)	**300 points**
Completion of Chapter Quizzes (15 X 50 points)	**750 Points**
Submission of Final Paper	**150 Points**
TOTAL	**1,200 Points**

COURSE ASSESSMENT

Assessment	Course Learning Outcome(s) Met
Participation in Discussion Boards	1, 2, 3 and 4
Completion of Chapter Quizzes	1, 2, 3 and 4
Final Paper	1

GRADING SCALE

Grade	Point Value	Range	
		Undergraduate	**Graduate**
A	4	94-100	96-100
A-	3.7	90-93	93-95

B+	3.3	87-89	90-92
B	3	83-86	87-89
B-	2.7	80-82	85-86
C+	2.3	77-79	82-84
C	2	73-76	79-81
C-	1.7	70-72	77-78
D+	1.3	67-69	74-76
D	1	60-66	70-73
F	0	<60	<70

PROFESSOR/STUDENT INTERACTION

Carolina University institutional policy:
- o By phone or by email within 24 hours.
- o Grading of assignments is to be done within 3 days for regular assignments and 7 days for larger assignments.
- o Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process. In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.

In addition, students should expect the following interaction in this course:
- o I can be reached by email at any time. I review emails at least once each day in the morning except Sundays. If there is an urgent need to reach me, you can leave a message on my office phone – 336-545-5700
- o You can expect me to respond to each post you make on the discussion boards with commentary and guidance. Any email requests or questions will be answered by the next day.
- o I will be providing synchronous, "live" (online), lectures each Monday and Wednesday at 11 AM Eastern time for the first 6 weeks of the course. There will be time at the end of each lecture for questions and discussion.
- o Your Discussion Board participation will be graded with comments and suggestions weekly, and your quiz performance will be graded in a similar timeframe.

COURSE SPECIFIC POLICIES

- o Meeting stated deadlines for Discussion Boards and Quizzes will be part of the grading consideration. Late submissions of assignments can be accepted if there is a valid reason given. Note that discussion boards require your presence from Wednesday through Sunday so all students can benefit from your input and so you can learn from your fellow students. Waiting until Sunday to make all of your posts will result in a failing grade for that week.
- o Attendance for lectures will be recorded, and failing to attend, either

Rev. 21.4

synchronously or asynchronously, will result in a reduction of your overall grade of 50 points for each lecture missed.

- As noted above, late submissions can be accepted. The key to acceptance of a late submission is timely information provided to your instructor regarding why you will be late and when you will turn in the assignment. Any accepted assignment delays must be completed by the end of the following week. An accepted delay in a week 6 assignment must be completed by Wednesday of week 7.

- The policy on Discussion Board conduct is listed in the Discussion Board instructions above. It is repeated here: *All posts must be made without criticism, argumentativeness and any form of scorn or character attack. Maintain the Christian principles by which Carolina University operates in your interactions, written and verbal, with each other.* Any violation of this policy in any assignment will result in a failing grade for that assignment and a referral for review by the appropriate campus authority.

Email and Electronic Communication

All CU faculty and students are provided means of electronic communication (e.g. email, video conferencing, chat features, discussion boards, etc.) All employees and students are required to use official university electronic accounts for official university correspondence. This policy is meant to include both synchronous and asynchronous communication. **Faculty and staff are not obligated to read, receive, or respond to communications where these guidelines are not followed.** Email must be checked regularly, especially when enrolled in an active course. Adhere to the following guidelines when communicating online with professors, university employees, and other students.

- Accounts: Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.

- Names: Refer to professors and CU employees by their last names with appropriate honorifics (e.g., "Dr." or "Prof."). For professors, if you cannot easily verify their degree or

  status, "Prof." is most appropriate—not "Ms." or "Mr." *Under no circumstance should you use first names unless given explicit permission.*
- Introductions: Use subject lines appropriately and begin any course-specific email with your first and last name, the course number, and your exact section number or meeting time (e.g., "101-05," "9 am MW," but not "this morning").
- Grammar and Style: All written communications must conform to standard English. Emails and discussion board posts should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Coordination: All members of a synchronous, online interaction should participate by the same mode of interaction when possible. For example, join video conferences with

video. This is especially true for one-on-one meetings with your professor and small group video discussions in or outside of class.

- o "Class" Conduct: When participating in synchronous classes or meetings (especially when using video), conduct yourself as if in the classroom. Be on-time and mentally present. Be seated at a desk or table. Dress according to classroom standards. Do not introduce distractions into the interactions and be prepared to stay for the duration of the session per normal classroom behavior.
- o Complexity: In general, asynchronous communication is appropriate for simple questions and activities. Complex questions that require more than one simple response should be addressed synchronously—during class is often best. If you are unable to ask your question during class, or it is too personal to do so, use an asynchronous method to arrange a synchronous meeting.
- o Boundaries: Synchronous communication is less formal than asynchronous. However, the appropriate use of names, language, acronyms, and emojis must still conform to classroom standards. Since we do not all share the same online culture, be prepared to explain yourself if your acronym or emoji is not understood. Be polite and respectful when asking for clarification, and gracious when misunderstandings occur.

ATTENDANCE AND PARTICIPATION

All courses follow specific attendance policies found in the Student Handbook for that course level and format. These specific and extensive policies can be found at https://my.carolinau.edu/ICS/Students/Handbooks___Forms.jnz. It is the student's responsibility to be familiar with these policies and to keep track of his or her own attendance.

Students may attend in-person, online synchronously, or online asynchronously, depending on the course and delivery mode offered each semester. Regardless of delivery mode, students must adhere to these policies, including any required demonstration such as proctored viewing of lectures to verify attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student's final grade.

Carolina University faculty will assess course participation and may assign grade points as deemed appropriate for the course and subject matter. Participation may be gauged by attending online or in-person classes, lectures, or labs, submitting coursework, engaging in workshops or other interactive computer-assisted teaching activities, engaging in group study or online discussions curated by the instructor, or otherwise interacting with an instructor about academic matters by Zoom or other means. Students should refer to the assignment weighting table and course specific policies for details on participation assessments.

ACADEMIC INTEGRITY AND MISCONDUCT

Academic Integrity

Academic integrity includes honest and responsible scholarship, research, information collection, and presentation. The University expects students to submit assignments that are original to them and that properly cite and reference peoples' ideas using the prescribed style guide. Students at CU are expected to follow the letter and the spirit of academic integrity in all assignments. The very foundation of university success is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. If a student is uncertain about an issue of academic honesty, he/she should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:
- o Creating and expressing your own ideas in course work.
- o Acknowledging all sources of information including verbal, written, digital, and graphic.
- o Completing assignments independently or acknowledging collaboration.
- o Accurately reporting results when conducting your own research or with respect to labs.
- o Honesty during examinations.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Carolina University utilizes the online proctoring service, ProctorFree, to ensure exam integrity and enables administration of remote online exams. All exam sessions will be reviewed as part of your final grade. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Academic Misconduct
The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage. The Academic Integrity Policy and the consequences for infractions can be found in the Student Handbook at
https://my.carolinau.edu/ICS/Students/Handbooks___Forms.jnz.

It is the student's responsibility to be familiar with these policies and to avoid academic misconduct in all assignments. To help students better understand the many facets of plagiarism in particular, that portion of the policy is included here.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. The failure occurs in an oral, written, or media project submitted for academic credit or some other benefit.

Examples of plagiarism include (but are not limited to), the following:
- o Word-for-word copying of another person's ideas or words.
- o The mosaic (interspersing of one's own words here and there while, in essence, copying another's work).
- o The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
- o Submission of another's work as one's own.
- o Having another person write or correct a paper.
- o Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service.
- o Neglecting quotation marks on material that is otherwise acknowledged.
- o Fabrication of references (inventing or counterfeiting sources).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
The policy and intent of Carolina University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Carolina University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services.

Carolina University will provide reasonable accommodations to the known physical and/or mental limitations of a qualified individual with a disability, unless it would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Success Services.

BIBLIOGRAPHY
None