



**CAROLINA**  
UNIVERSITY

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## **Healthcare Administration LEA 823 Summer 2025 Syllabus**

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### **Carolina University Mission Statement**

We are a Christ-centered university committed to student success.

### **Course Information**

#### **Course Prerequisites**

None

#### **Course Description**

This course 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**

This course will utilize journal articles, scholarly research, professor lectures, and learner interaction through weekly discussion questions, academic research, and knowledge assessments.



## Course Learning Outcomes

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

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 Resources

### 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:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

### Recommended Resources:

Access to refereed, scientific papers on the subject. Recite Works:

<https://reciteworks.com/>



## Course Requirements and Assignments

**For each of the seven weeks of this course, the following WRAP-Q elements are required:**

(Watch, Read, Attend, Participate, and Quizzes)

### Weekly Expectations

- **Watch**  
View the recorded lecture/video for the week.
- **Read**  
Complete the assigned chapters in the textbook.
- **Attend by Participating** in the weekly Discussion Board
  - Each student must post **at least three (3) original posts** and **two (2) responsive posts** each week.
  - All posts must include any references used (including, but not limited to, the textbook).
  - **Original posts** are due **by Thursday at 11:30 PM**.
  - **Responsive posts** are due **by Sunday at 11:30 PM**.
  - Posts must be respectful and professional. Avoid criticism, argumentativeness, or personal attacks.
  - Maintain the Christian principles by which Carolina University operates in all written and verbal interactions.
- **Complete** the **weekly quizzes** by **Sunday at 11:30 PM**.
- **Submit** the **final paper** by the **last day of the semester at 11:30 PM**.

## Course Schedule

### Week 1 Assignment

1. **Watch** the Prerecorded lecture. It will be available online by Saturday at 3:00 pm.
2. **Read** Chapters 1 and 2 of the textbook.
3. **Attend by Participating** in your Discussion Board this week on the following themes:
  - a. What are the significant 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 their facility.
4. **Complete** the chapter quizzes as noted above.

### Week 2 Assignment

1. **Watch** the Prerecorded lecture. It will be available online by Saturday at 3:00 pm.
2. **Read** Chapters 3 and 4 of the textbook.



3. **Attend by Participating** in 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 remains a contentious issue, with ongoing debates between those who support the current, third-party, private payer (for-profit insurer) model and others who advocate for a single-payer model, where the Federal government serves as the payer and private insurers provide 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 these items are essential.
  - 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 different elements of care quality and how you, as an administrator, can ensure you are meeting all regulations and requirements as well as patient needs for high-quality care.
4. **Complete** the chapter quizzes as noted above.

### Week 3 Assignment

1. **Watch** the 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 by Participating** in 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 essential 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 the sharing of patient data between and among all the care providers and facilities that the patient works with. As an administrator, what do you need to ensure 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 the performance of procedures on or administration of medications to "wrong patients." As an administrator, discuss the technologies and methods 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 various diets that physicians may prescribe for patients, as well as food safety, food quality, nutritional content, and menu management.
4. **Complete** the chapter quizzes as noted above.

### Week 4 Assignment

1. **Watch** the 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 by Participating** in 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 essential 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 essential.
    - ii. Address how you, as administrator, can lead these processes and ensure 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 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?
4. **Complete** the chapter quizzes as noted above.

### Week 5 Assignment

1. **Watch** the 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 by Participating** in 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 five 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 a 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 integral part of the job.
4. **Complete** the chapter quizzes as noted above.

### Week 6 Assignment

1. **Watch** the Prerecorded lecture. It will be available online by Saturday at 3:00 pm.
2. **Read** Chapters 14 and 15 of the textbook.
3. **Attend by Participating** in 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 healthcare business (e.g., CMS, DHHS, OSHA, etc.). Discuss why every facility must 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 to attract patients to every type of health care facility actively.
  - 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, such as pharmaceutical companies? How about political marketing? Is lobbying by ad a marketing act?
4. **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 has at least four 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.



## Course Assessment Mapping

Assessment	Objective(s) Met
Participation in Discussion Boards	CLO 1, CLO 2, CLO 3, AND CLO 4
Completion of Chapter Quizzes	CLO 1, CLO 2, CLO 3, AND CLO 4
Final Paper	CLO 1

## Course Grading

Assignment Type	Weight
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

## University Grading Scale

Grade	Point Value	Range
		Undergraduate
A	4	94-100
A-	3.7	90-93
B+	3.3	87-89
B	3	83-86
		Graduate
		96-100
		93-95
		90-92
		87-89



<b>B-</b>	2.7	80-82	85-86
<b>C+</b>	2.3	77-79	82-84
<b>C</b>	2	73-76	79-81
<b>C-</b>	1.7	70-72	77-78
<b>D+</b>	1.3	67-69	74-76
<b>D</b>	1	60-66	70-73
<b>F</b>	0	<60	<70

Grading of assignments and substantive feedback is to be done within 3 days of the due date for regular assignments and 7 days for larger assignments.

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.





## Professional Interaction & Communication

- Please use email whenever possible. Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- You should check your email regularly, especially when enrolled in an active course.
  - Use subject lines appropriately. It is helpful to include the name of the course (including sections) whenever possible. Avoid using the subject line as the body of the email—include full details in the message itself to ensure clear communication.
  - Refer to professors and CU employees by their last names with appropriate honorifics (e.g., “Dr.” or “Professor”).
  - University communications (including emails and discussion board posts, etc.) should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Throughout an active course, faculty should respond to all emails and voicemail messages within 24 hours. Faculty and staff are not obligated to respond to communications where these guidelines are not followed.
- When participating in classes or meetings, be on-time and mentally present. Dress according to the Student Handbook or classroom standards and conduct yourself in a professional manner. Do not introduce distractions into the class and be prepared to stay for the duration of the session per normal classroom behavior.

## Course Attendance and Participation

All courses follow specific attendance policies found in the [Academic Catalog](#) for that course level and format. It is the student’s responsibility to be familiar with these policies and to keep track of their own attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student’s final grade. Attendance and participation may be used by instructors to determine a portion of a student’s grade for a particular course. Whereas attendance is typically defined by statuses identifying a student’s presence in a class, participation typically includes the assessment of activity within that course. In some cases, the methodology, subject matter, learning environment, or other factors may require attendance.

Physical, in-person class attendance will be recorded for hybrid courses, whereas attendance for online courses will be gauged by regular academic engagement. Students should refer to the course syllabus for the course’s grade weighting table and course-specific policies regarding the grade percentages attributable to each component in a course, which may include attendance and participation. It is the student’s responsibility to be familiar with these policies and to keep track of their own attendance and comply with the rules.

Hybrid course attendance must be entered weekly (daily for modules) and be accurate.



## Course Specific Policies

### Discussion Questions (DQ) Grading Criteria:

1. **Participation Points:** You must reply to at least two classmate's "initial" posts. Also, replies must be between 150-250 words. Responses can be based on personal experience and not research.
2. **Paragraph Structure:** Each DQ begins with a topic sentence (not cited) that tells the reader what the paragraph discusses. Synthesize the author's thoughts (cited) that support your topic sentence. Provide a concluding (or transition) paragraph that takes the reader into the next section.
3. **Logical Flow/APA:** Each section is written well-structured, has a logical flow, uses correct paragraph structure, uses proper sentence structure, uses correct punctuation, and uses correct APA format.
4. **References:** Please refer to the required reading to answer the discussion questions.

### Writing Assignments Grading Criteria. In addition to the criteria, each writing assignment must meet the following standards:

1. **Introduction:** Provide an introduction with a brief overview of the topic and why this topic is worth studying. Using the assignment criteria, provide the purpose of this paper and identify the themes that emerge from your reading. Conclude with a thesis statement.
2. **Conclusion:** Provide a conclusion that can be drawn when articles are taken together as a single entity. What is the overall message of the group articles? Include citations within each paragraph.
3. **Paragraph Structure:** Each paragraph begins with a topic sentence (not cited) that tells the reader what the paragraph discusses. Synthesize three to four authors' thoughts (cited) that support your topic sentence. Provide a concluding (or transition) paragraph that takes the reader into the next section.
4. **Logical Flow/APA:** Each section is written well-structured, has a logical flow, uses correct paragraph structure, uses proper sentence structure, uses correct punctuation, and uses correct APA format.
5. **References:** Doctoral Students s can use books, dissertations, peer-reviewed articles, conference proceedings, and technical reports. At least 75% of the references used must be from within the last five years. Additionally, doctoral students must use articles other than the "required reading" articles in this syllabus.
6. **Similarity Index:** The similarity index shall be no higher than 15%.

## Use of Artificial Intelligence

The use of generative AI tools is permitted in this class for the following activities:

- Brainstorming and refining ideas
- Fine-tuning research questions
- Finding information on a topic
- Drafting an outline
- Checking grammar and style
- AI-specific assignments (per the provided instructions)

The use of generative AI tools is not permitted for the following activities:



- Impersonation in a classroom context (e.g., composing discussion board posts)
- Completing group work
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

## Disability Assistance

Carolina University welcomes students, faculty, staff, and visitors with disabilities to our campus and programs. Our goal at CU is to ensure an accessible, inclusive welcoming learning and working environment for individuals with disabilities while complying with federal and state regulations.

Students with disabilities are encouraged to reach out to University Accessibility Services (UAS) as soon as possible to explore possible accommodations. UAS serves as a central resource on disability-related information, procedures and services for the university community and partners will work with the student and any other campus partners to identify barriers and implement plans for access. More information about UAS can be found at <https://carolinau.edu/university-accessibility-services>



## Academic Integrity and 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.

Academic integrity is the honest and responsible conduct of studies, scholarship, research, information collection, and presentation. The university expects students to submit assignments that are original to them and to properly cite and reference other peoples' ideas using the prescribed style guide. The very foundation of a good university education 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 careers. If a student is uncertain about an issue of academic honesty, they should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:

- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

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. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

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. Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit.

Examples of plagiarism include (but are not limited to), the following:

- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- Paraphrasing without citation (the rewriting of another's work, yet still using their fundamental idea or theory);
- Submission of another's work as one's own;
- Having another person write a paper;
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service;
- Neglecting quotation marks on material that is otherwise acknowledged;
- Fabrication of references (inventing or counterfeiting sources)

## Appeals & Complaints



## Informal Resolution

Carolina University seeks to provide an excellent educational experience for all students. If a student wishes to make a complaint of an academic nature, in the first instance, they should seek to resolve the matter by informal discussion with the faculty member.

If the discussion is in person, it is recommended that the student follow up with an email summarizing the discussion (complaint and resolution if one is reached).

If the discussion with the faculty member does not resolve the issue, the student may also contact your school dean. If your professor is the dean, the next step is to begin the formal resolution process.

## Formal Resolution

If informal discussions do not resolve the matter, students have the right to file a formal complaint. The university's academic catalog includes a detailed description of processes for submitting [grade appeals](#) or [academic complaints](#) that range from teaching, learning, assessment, grading, or student performance in a course. While these processes differ, both are time-sensitive and begin with timely communication with the faculty member.

Grade appeals must be initiated with the faculty member within 5 days of the awarding of the grade or status. Both grade appeals and academic complaints must be filed within 7 days of the awarding of grade or status or after the events that are alleged to have caused the complaint. In either case, supporting evidence will be required. The processes are fully outlined in [the academic catalog](#) and include links to the appropriate forms.



## **BIBLIOGRAPHY**

NONE