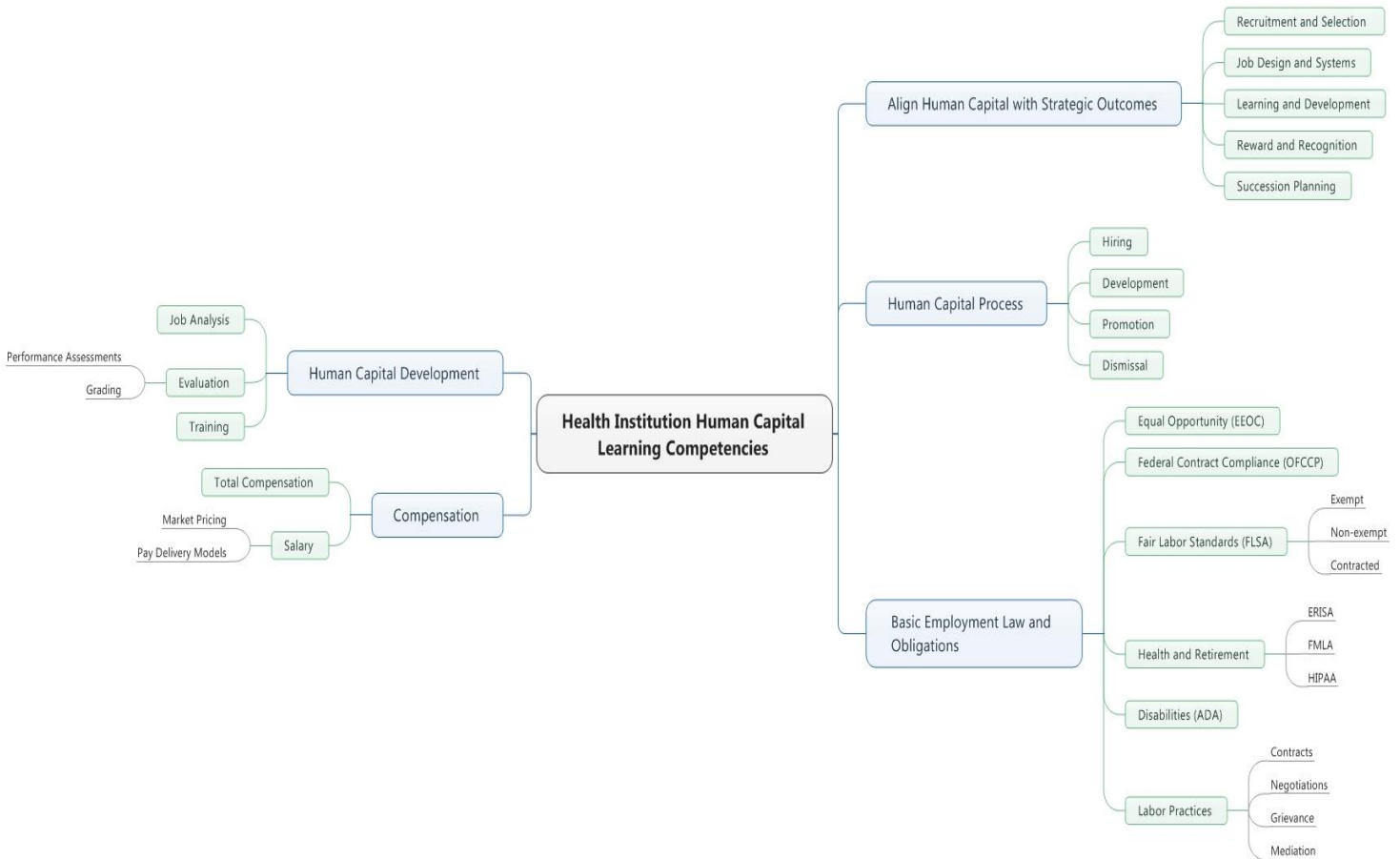


PHCY 5443: Human Capital Planning for Health Institution Leaders
University of Wyoming College of Pharmacy
April 15-May 20, 2018

Human Capital Planning for Health Institution Leaders is a two-semester hour course designed to provide skills for development and management of human capital by the health institution leader through exploration of best practices for human capital selection and development to optimize the performance of the workforce while complying with legal, regulatory, and contractual requirements through extensive use of case studies and models.

Prerequisites: Admission to the Master of Science in Health Services Administration program or permission of instructor. Application of credit from this course to the Master's program may not be applicable for those taking the course by permission.



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| LEARNING GOALS: At the end of the course, students will be able to-- | |
| • | Align human capital practices with strategic goals |
| | FOUNDATION: Demonstrate knowledge of the components of human capital management |
| | APPLICATION: Apply concepts of practices to cases |
| | HUMAN: Reflect on the impact of these practices on the organization and individual. |
| | INTEGRATION: Prepare effective solutions given a case and basic instructions |
| | CARING: Incorporate in discussion and examination answers the effect of changes in human capital practices on interpersonal relationships |
| | LEARNING: Balance the internal and external factors affecting strategic initiatives |
| • | Evaluate aspects of the human capital process to develop an optimal workforce |
| | FOUNDATION: Demonstrate knowledge of the components of the process |
| | APPLICATION: Create a practice for each stage of the process given a case study |
| | HUMAN: Provide the best recommendations despite limitations |
| | INTEGRATION: Select an appropriate solution to a case utilizing a diverse employee pool |
| | CARING: Incorporate emotional and cultural intelligence into human capital development |
| | LEARNING: Appraise the similarities and differences between the different environments |
| • | Incorporate employment law and obligations |
| | FOUNDATION: Identify concepts of employment law and obligations |
| | APPLICATION: Apply laws and obligations to case studies |
| | HUMAN: Recognize the effects of laws and obligations on the individual |
| | INTEGRATION: Apply law and obligations given different environments |
| | CARING: Incorporate values and needs of the organization and individuals |
| | LEARNING: Employ appropriate consideration of limitations to successful practices |
| • | Devise compensation packages for a diverse employee pool |
| | FOUNDATION: Develop skills in the components of total compensation packages and salary |
| | APPLICATION: Apply the concepts to case studies |
| | HUMAN: Reflect on the value of these plans on human capital |
| | INTEGRATION: Utilize ethical compensation packages to incentivize the workforce |
| | CARING: Consider the competing individual needs when constructing packages |
| | LEARNING: Demonstrate the ability to apply concepts and process |
| • | Human capital development |
| | FOUNDATION: Demonstrate knowledge of human capital development concepts |
| | APPLICATION: Apply the concepts to case studies |
| | HUMAN: Describe the impact of development practices on individual motivation |
| | INTEGRATION: Design development practices for a diverse employee pool |
| | CARING: Consider the competing individual needs when constructing programs |
| | LEARNING: Appraise the limitations and risks of development programs |
| • | Apply the concepts from the class to case studies |
| | FOUNDATION: Demonstrate ability to apply concepts to new situations |
| | APPLICATION: Identify the limitations of any technique or theory |
| | HUMAN: Reflect on the value of developing skills for future practice |
| | INTEGRATION: Appraise the value of multiple aspects of the course to future practice |
| | CARING: Describe the relationship of applying human capital skills to quality provision of healthcare |
| | LEARNING: Incorporate aspects from the class into the comprehensive case successfully |

REQUIRED TEXTS:

Hoff, T.J., Sutcliffe, K.M., Young, G.J. The Healthcare Professional Workforce: Understanding Human Capital in a Changing Industry. New York, 2017.[ISBN: 9780190215668]

CLASS WEBSITE:

The WyoCourses site is accessible from the University website via WyoWeb. Class lectures and slides will be posted on this site. Assignments will also be posted there (both by the instructor and the student). The student is expected to utilize the site and accept changes from this syllabus as amended on the site.

AUDIENCE:

This course is required for students in the Master of Science in Health Services Administration in the Health Institution Leadership track. Other track students may take the course as an elective. Enrollment in or completion of a degree in the health sciences is strongly recommended.

COURSE PROCEDURES:

The course instructor is Helen McKnight. The course meets via asynchronous methods, meaning the activities are done at the student's selected times, within specified time periods. Opening and closing times for on-line discussion, quizzes, or other activities will be posted and enforced.

A class session is the time from opening of the unit until the beginning of the next session. The number and timing of class sessions, as appropriate for a 2 semester hour course, will be determined at the time the class is scheduled for a particular semester.

Instructional procedures consist of lecture, discussion, participation exercises plus assigned readings and projects. The distance education model of this course is requires some adaptation by the students and instructor from the traditional classroom setting.

Different people have different learning styles. Lecture where the instructor talks and students listen is passive on the part of the student. Discussion requires active participation on the part of the learner. In this class, some topics are appropriate for lectures; some are appropriate for discussion; and some will be conducted through active participation such as analysis of case studies.

In order for a discussion or dialogue to be successful, students must have read the assigned readings, watched any video recording and have completed any assignment **before** joining class.

Whether a lecture or discussion, students should feel free to ask questions either to the entire class or directly to the instructor. If you ask a question to the entire class, it may help other students who may have the same question or provide you with multiple responses.

Excused absences

Students must regularly and productively participate in class via the discussion board. Because of the multiple available times for posting discussions and assignments as well as for taking any quizzes or examinations, the need for an excused absence would be a rare event. Only rationale accepted by the University of Wyoming as an excused absence will be accepted.

INSTRUCTOR AVAILABILITY

Office hours for Helen McKnight will be Sundays 1630-1700 MST at WyoWeb and via email at hmcknigh@uwoyo.edu. Electronic mail will be answered within 24 hours during school days (that is, if received at 10am on Friday, it will be answered by 10am on Monday).

Students who qualify or may qualify under the American Disabilities Act should contact the Student Educational Opportunity (SEO) office located at Knight Hall (Room 330), <http://www.uwoyo.edu/udss/>, 307-766-6189, TTY: 307-766-3073 immediately to complete paperwork for any needed accommodations.

ACADEMIC DISHONESTY, DISCRIMINATION AND HARASSMENT WILL NOT BE TOLERATED!

Such conduct is described within and will result in sanctions pursuant to the following School of Pharmacy and University policy and regulations:

University of Wyoming Code of Conduct

<http://www.uwyo.edu/dos/conduct/>

University of Wyoming Regulations

<http://www.uwyo.edu/generalcounsel/files/docs/UW%20Reg%20Updates%202016/UW%20Reg%206-802.pdf>

GRADES

The numbers assigned to the grades shall be A=90 and above, B=80 to <90; C=70 to <80; D=60 to <70; F=below 60. The +/- system is not used by the School of Pharmacy. Graduate students, including those enrolled in the Master of Science in Health Services Administration, must maintain a 3.00 GPA (B or better).

Grading:

| Assignment | Weight (% of Final Grade) |
|---|---------------------------|
| Weekly Discussion Forum (5@5 points each) | 15% |
| Weekly Quizzes (5@10 points each) | 15% |
| Live Discussion (5@10 points each) | 20% |
| Introduction & Personal Journal Entry (2@2.5 points each) | 10% |
| Group Case Assignment Project (100 points) | 40% |
| Total | 100% |

Discussion Forum – 5 total. Each entry is worth 5 points, awarded as follows:

| Criteria | Description | Point Value |
|----------------------------|---|-------------|
| Timeliness | Submitted by deadline | 1 point |
| Responsiveness | Responds directly to the question posed; Answers all parts of the topic. | 1 point |
| Information | Reflects assigned reading and outside research. | 1 point |
| Style | Thoughts expressed clearly and succinctly; free of grammar, punctuation, and other errors; complies with required style for citing others' work | 1 point |
| Quality of Analysis | Reflects ability to integrate information and think clearly and creatively | 1 point |

Group Case Assignment Project – 100 Points (**Note: The same final grade applies to each group member**)

| Criteria | Description | Point Value |
|----------------------------|--|-------------|
| Responsiveness | Responds directly to the question posed; Answers all parts of the case assignment. | 20 points |
| Information | Reflects assigned reading. Includes and presents effective outside research relevant to the case. | 30 points |
| Style | Thoughts expressed clearly and succinctly; free of grammar, punctuation, and other errors; cites sources using the appropriate style guide requirements, including in-text citations, footnotes, and references in APA formatting, including title page, references, and appendices. | 20 points |
| Quality of Analysis | Reflects ability to integrate information and think clearly and creatively. All questions answered concisely and completely. Offers sound analysis based on facts presented; conclusion follows from the analysis | 30 points |

Quizzes may include objective (multiple choice and true-false), short essay, and problem-solving questions.

To participate in the discussion board, each student is expected to initiate an original thread and a responsive thread that follows the original thread posted by another student for each class session. All threads, whether original or responsive, must relate to and involve reflective thinking directly applicable to the course material for that session.

| Week | Course Outline |
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| Week 0 | <p>WELCOME AND WHO'S WHO FORUM</p> <p><u>Introductory Components</u></p> <ul style="list-style-type: none"> • Review Course Home page and announcements • Review and Print Syllabus • Read and sign Certification of Work • Review Grading, Referencing, and Communication Guidelines and the Academic Integrity Policy <p><u>Reading and Assessments:</u></p> <ul style="list-style-type: none"> • Hoff T.J., Sutcliffe K.M., Young G.J. The Healthcare Professional Workforce. Chapter 1: Introduction to the Book and the Forces Transforming the Health Professional Workforce in the United States • Top 10 Healthcare Concerns. https://medcitynews.com/2017/10/healthcare-executives-challenges/ • What is Human Capital? https://www.investopedia.com/terms/h/humancapital.asp • YouTube Video: What is Human Capital? What does Human Capital mean? <p><u>PowerPoint Presentation</u></p> <p>View the narrated PowerPoint presentation in preparation for the group case assignment.</p> <p><u>Threaded Discussion – Topic of the Week</u></p> <p>Topic: (1) Upload a picture of yourself or a favorite picture to share with us; (2) Tell us a bit about yourself, personally and professionally [We would like to know about your career; how you think this course may touch on human capital issues facing you at school or work; what you are trying to get out of the program after graduation; and anything else you would like to share]; (3) Recommend a leadership book that has been helpful to you in school or work.</p> <p>Each participant must post three contributions to the Threaded Discussion for each of the five weeks of the course. Your initial discussion post should be over 150 words in length. Your two responses to classmate's posts should each be over 75 words in length. Each response should have at least one reference and reference section in the post to achieve the best scores:</p> <ul style="list-style-type: none"> • Initial post by Tuesday at 11:59pm MST • Two or more responses on separate days by Saturday at 11:59pm MST <p><u>Self-Directed Learning</u></p> <ul style="list-style-type: none"> • Review course work and expectations |
| Week 1 | <p>TOPIC: ALIGNING HUMAN CAPITAL WITH STRATEGIC OUTCOMES</p> <p><u>Reading and Assessments:</u></p> <ul style="list-style-type: none"> • Hoff T.J., Sutcliffe K.M., Young G.J. The Healthcare Professional Workforce. Chapter |

2: Not Your Parent's Profession: The Re-stratification of Medicine in the United States

- Hoff T.J., Sutcliffe K.M., Young G.J. The Healthcare Professional Workforce. Chapter 3: Transformation of the Non-Physician Health Professions
- YouTube Video: Leading the "business" of human capital management in a 24/7 world <https://www.youtube.com/watch?v=TvvKngLdhLs>

Threaded Discussion – Topic of the Week

Topic: Consider your own healthcare company or one you know well. Review the organization's strategic outcomes. Share a fact about the organization's human capital/resources. Would you characterize the fact as a strength or a weakness within the organization? Explain your opinion, in light of the strategic outcomes the organization is trying to achieve. What would it take to derive greater value from the organization's human capital?

Each participant must post three contributions to the Threaded Discussion for each of the five weeks of the course. Your initial discussion post should be over 150 words in length. Your two responses to classmate's posts should each be over 75 words in length. Each response should have at least one reference and reference section in the post to achieve the best scores:

- Initial post by Tuesday at 11:59pm MST
- Two or more responses on separate days by Saturday at 11:59pm MST

Live Discussion

- Review Recruitment, Job Design, Learning & Development, Reward & Recognition, Succession Planning
- Discuss your first healthcare job. How well did the job match the description provided during the hiring process? What gaps were identified during the orientation period? What there a succession plan prior to your departure?
- Sunday, April 15, 2018 5:00pm MST

Group Case Assignment

View the narrated PowerPoint presentation. Congratulations! Due to your excellent health institution leadership and robust productivity, the Pharmacy Department has been given 4 extra full-time equivalents (FTEs) for Fiscal Year 2018

- Divide into groups with up to 8 people per group
- Using the provided WyomingHealth Study as your basis, create an C-Suite Executive Summary that details how this Human Capital will be utilized
- The executive summary should be no more than 2 pages, excluding title page, references, and appendices.
- Be sure to include strategic initiative plan, hiring process, law, compensation, and future personnel development. Describe objective and subjective measures of success. Have at least one complete job description including compensation in a health-system format as an appendix.

Due Week 5 by Friday at 11:59pm MST

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| <p>Week 2</p> | <p>TOPIC: HUMAN CAPITAL PROCESS</p> <p><u>Reading and Assessments:</u></p> <ul style="list-style-type: none"> • Hoff T.J., Sutcliffe K.M., Young G.J. The Healthcare Professional Workforce. Chapter 4: Health Professional and Organizations-Moving Toward True Symbiosis • Moore K. (2012, May 14). Retrieved from https://www.forbes.com/sites/karlmoore/2012/05/14/employees-first-customers-second-why-it-really-works-in-the-market/#5d4e672512c4 • YouTube Video: Excellent patient care begins with a high performing team https://www.youtube.com/watch?v=H46WDBNaxTY • YouTube Video: Healthcare Human Capital Management-A Day in the Life https://www.youtube.com/watch?v=oSAzqNkiRis • YouTube Video: Putting the human back into human resources https://www.youtube.com/watch?v=0Mq2TijmqCl <p><u>Threaded Discussion – Topic of the Week</u></p> <p>Answer ONE of the following Topics:</p> <ol style="list-style-type: none"> 1. Outline the justification for implementing a new hospital service of your choice. 2. Compare and contrast the human capital processes between two different types of healthcare systems (incorporate emotional and cultural intelligence). 3. In order to meet the increasing diverse employee demands in the healthcare landscape, what recommendations do you have for future human capital? <p>Each participant must post three contributions to the Threaded Discussion for each of the five weeks of the course. Your initial discussion post should be over 150 words in length. Your two responses to classmate’s posts should each be over 75 words in length. Each response should have at least one reference and reference section in the post to achieve the best scores:</p> <ul style="list-style-type: none"> • Initial post by Tuesday at 11:59pm MST • Two or more responses on separate days by Saturday at 11:59pm MST <p><u>Live Discussion</u></p> <p>Discuss Hiring, Development, Promotion and Dismissal as it relates to the following case: {Add case link}</p> <ul style="list-style-type: none"> • Sunday, April 22, 2018 5:00pm MST |
| <p>Week 3</p> | <p>TOPIC: BASIC EMPLOYMENT LAW AND OBLIGATION</p> <p><u>Reading and Assessments:</u></p> <ul style="list-style-type: none"> • Chapter 5: The Paradoxes of Leading and Managing Healthcare Professionals: Towards the Integration of Healthcare Services • Employer obligations under HIPAA Employers and Health Information in the Workplace Retrieved from https://www.hhs.gov/hipaa/for-individuals/employers-health-information-workplace/index.html |

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| | <ul style="list-style-type: none"> • State of Wyoming Employment Laws. https://www.hr360.com/State-Laws/Wyoming/Wyoming-(WY)-Employment-Laws.aspx • FMLA Leave Rights and Responsibilities. Retrieved from https://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf • International Chamber of Commerce. Retrieved from https://icwbo.org/ <p>Threaded Discussion – Topic of the Week</p> <p>Topic: You are an executive at a healthcare institution. Your organization has identified a cultural issue of harassment. Various regulatory laws provide information and guidelines on combating unethical practices. If you were developing a human resource employee handbook, how would you use the guidelines to insure high ethical standards of conduct? What are the limitations to successful implementation?</p> <p>Each participant must post three contributions to the Threaded Discussion for each of the five weeks of the course. Your initial discussion post should be over 150 words in length. Your two responses to classmate’s posts should each be over 75 words in length. Each response should have at least one reference and reference section in the post to achieve the best scores:</p> <ul style="list-style-type: none"> • Initial post by Tuesday at 11:59pm MST • Two or more responses on separate days by Saturday at 11:59pm MST <p><u>Live Discussion</u></p> <p>Review Equal opportunity, Fair Labor Standards, Health & Retirement, & Labor Practices</p> <ul style="list-style-type: none"> • Sunday, April 29, 2018 5:00pm MST |
| Week 4 | <p>TOPIC: COMPENSATION</p> <p>Reading and Assessments:</p> <ul style="list-style-type: none"> • YouTube Video: How to pay your employees. https://www.youtube.com/watch?v=1L5GCFRg-iM • How to Determine how much to pay your employees. Retrieved from https://www.bizfilings.com/toolkit/research-topics/office-hr/how-to-determine-how-much-to-pay-your-employees • How much should I pay my employees? Retrieved from https://www.fundera.com/blog/how-much-should-i-pay-my-employees • Employee Compensation: Salaried employees. Retrieved from https://www.dol.gov/whd/overtime/fs17g_salary.pdf • Frazier, C. Rules and Regulations for Paying Salaried Employees. Retrieved from http://smallbusiness.chron.com/rules-regulations-paying-salaried-employees-23954.html <p>Threaded Discussion – Topic of the Week</p> <p>Topic: Recently major U.S. retailers have indicated they will increase worker compensation to \$15/hour by 2020. Describe your <u>healthcare</u> organization’s approach to compensation,</p> |

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| | <p>financial or otherwise. Does your company have opportunities to use ethical incentive compensation techniques? Is there any research that indicates your organization has been successful?</p> <p>Each participant must post three contributions to the Threaded Discussion for each of the five weeks of the course. Your initial discussion post should be over 150 words in length. Your two responses to classmate’s posts should each be over 75 words in length. Each response should have at least one reference and reference section in the post to achieve the best scores:</p> <ul style="list-style-type: none"> • Initial post by Tuesday at 11:59pm MST • Two or more responses on separate days by Saturday at 11:59pm MST <p><u>Live Discussion</u> Define, Review, and Discuss Total Compensation versus Salary.</p> <ul style="list-style-type: none"> • Sunday, May 6, 2018 5:00pm MST <p><i>Complete Group Process Evaluation Assessment</i></p> |
| Week 5 | <p>TOPIC: HUMAN CAPITAL DEVELOPMENT</p> <p><u>Reading and Assessments:</u></p> <ul style="list-style-type: none"> • Hoff T.J., Sutcliffe K.M., Young G.J. The Healthcare Professional Workforce. Chapter 6: How Health Professional Training Will and Should Change • Patti Dobrowolski. Draw Your Future. Available online at https://www.youtube.com/watch?v=YX_8QbFBEpY&feature=youtu.be <p><u>Threaded Discussion – Topic of the Week</u> Topic: Review the stages of building core competencies and competitive capabilities. Answer ONE of the following topics:</p> <ol style="list-style-type: none"> 1. Discuss management steps that would be needed to create a core competency in an area that would constitute or contribute substantially to an organization’s competitive advantage. 2. List human capital development practices for a diverse employee pool. 3. What is the expected developmental practice impact on individual motivation? <p>Each participant must post three contributions to the Threaded Discussion for each of the five weeks of the course. Your initial discussion post should be over 150 words in length. Your two responses to classmate’s posts should each be over 75 words in length. Each response should have at least one reference and reference section in the post to achieve the best scores:</p> <ul style="list-style-type: none"> • Initial post by Tuesday at 11:59pm MST • Two or more responses on separate days by Saturday at 11:59pm MST <p><u>Live Discussion</u> Read Chapter 7: Implications of Professional Change for Health Policy, Practice, and</p> |

Management.

- Which top healthcare human capital concerns “can no longer wait” (including job analysis, evaluation, and training)? How will you make these changes a reality?
- How have you been a barrier or advocate for contemporary healthcare issues? What unique roles do you see for healthcare leaders to address challenges and opportunities?
- Sunday, May 13, 2018 5:00pm MST

Personal Journal Entry

Discuss your experience with this course including discussion forum and group case assignment. Identify some concepts that have been of greatest value to you and your organization/school.

- Due by Saturday at 11:59pm EST

Complete the End of the Course Evaluation