

**Health Services
Administration**

**PHCY 5443
Human Capital Planning for
Health Institution Leaders
April 3 - May 7, 2021**



College of Health Sciences
School of Pharmacy

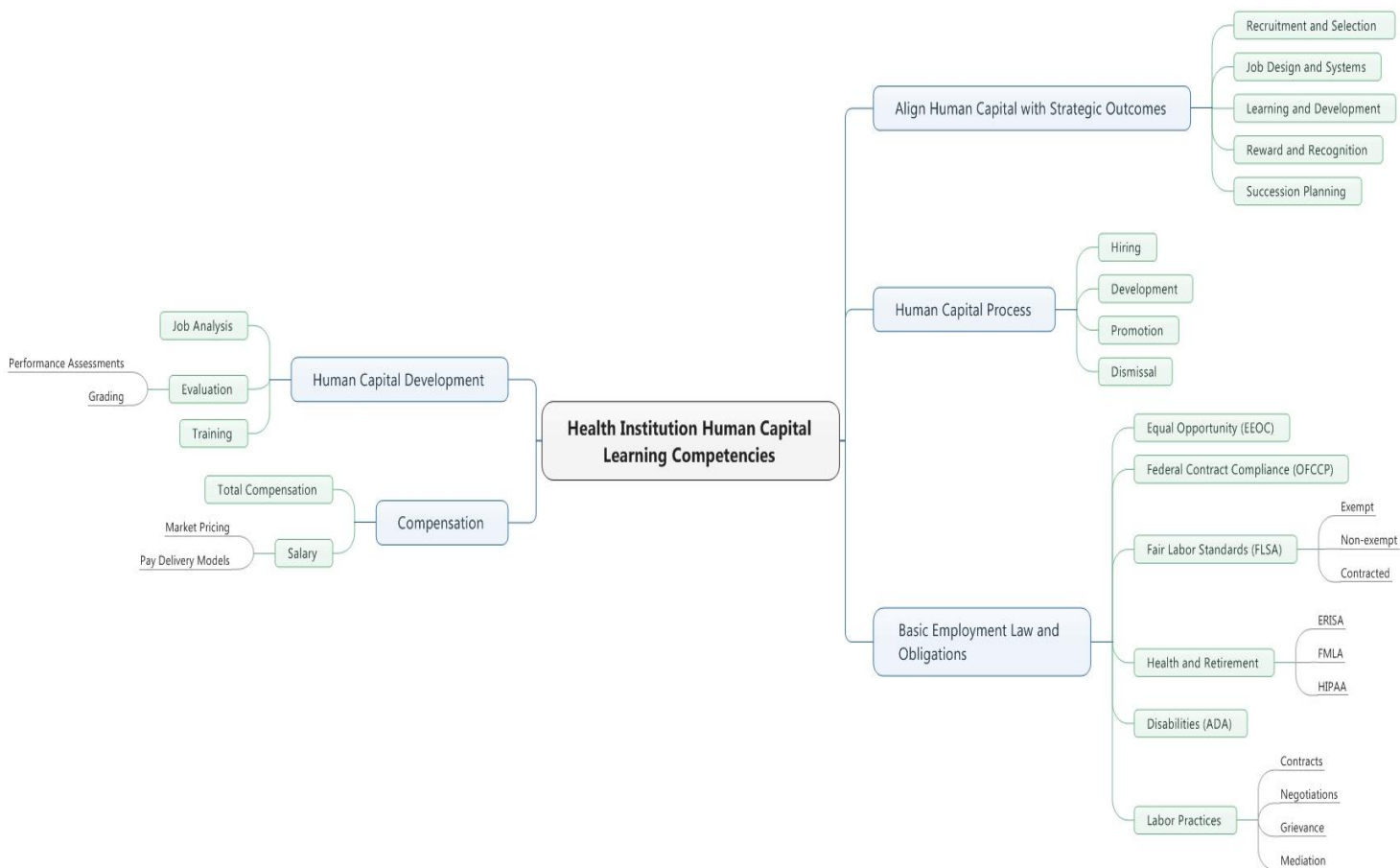
PHCY 5443: Human Capital Planning for Health Institution Leaders

University of Wyoming College of Pharmacy

April 3-May 7, 2021

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.



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]

INSTRUCTOR AVAILABILITY

Office hours for Helen McKnight will be Sundays 1630-1700 MST at WyoWeb and via email at hmcknigh@uwyo.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).

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 PREREQUISITES, CO-REQUISITES, ENROLLMENT RESTRICTIONS:

This course is required for students in the Master of Science in Health Services Administration 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 administration program is strongly recommended.

COURSE PROCEDURES:

All students will join the class at the same time (synchronous). Some activities, such as viewing recorded lectures can be done at the student's selected times (asynchronous). Opening and closing times for the modules, quizzes, or other activities will be posted and enforced.

A class session/assignment is the time that includes the live session, the pre-session work, and any immediate post-session work. For this class, a session/assignment will become available as noted in the Syllabus with due dates listed for each item.

Instructional procedures consist of pre-recorded lecture, discussion, participation exercises plus assigned readings and projects. The distance education model of this course requires some adaptation by the students and instructor from the traditional classroom setting. **You may be recorded with your face and name.** This recording will be placed on a password protected site, but no guarantees are made on its security.

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 and or discussion boards.

GENERAL REQUIREMENTS AND EXPECTATIONS:

Students should obtain the required textbook and complete assigned readings prior to the live online date listed in the course calendar. Students are encouraged to participate in live class sessions; active participation will also count towards your discussion board grade (see last page of syllabus for Guideline for Evaluating Participation).

In order for a discussion or dialogue to be successful, students must have read the assigned readings, watched any video recording and have completed some assignments **before** joining class. Assignments will be clearly indicated whether due before or after the live session.

Whether a lecture or discussion, students should feel free to ask questions during class or on-line. If you have a question, other students may have the same question.

ATTENDANCE AND ABSENCE POLICIES:

Students should regularly attend online classes and productively participate in class. Since some of the projects may be started in the live sessions, missing class can make projects much more difficult. Because of the multiple available times for posting 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. Any anticipated absence from the live sessions should be discussed in advance with the instructor.

CLASSROOM BEHAVIOR POLICY:

At all times, treat your presence in the classroom and your enrollment in this course as you would any professional activity. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. All of us will be respectful of each other. Spirited debate and disagreement are to be expected in any graduate level course and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. This is a safe environment and as the instructor, I have the right to dismiss anyone from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs – there is zero tolerance on this issue.

CLASSROOM STATEMENT ON DIVERSITY:

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. Diversity helps all of us gain a better understanding and perspective of the subjects we will be covering in the course.

DISABILITY SUPPORT:

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss

ACADEMIC DISHONESTY POLICIES:

Academic dishonesty, discrimination, and harassment will not be tolerated in this class! Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty includes plagiarism, which means anything that represents someone else's ideas as your own without attribution. It is

intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.

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>

DUTY TO REPORT:

While this is a safe environment and I want you all to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting obligations that are part of my faculty requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, report-it@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I must inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors (by students or faculty) and what was done to resolve them.

SUBSTANTIVE CHANGES TO THE SYLLABUS:

All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor. Students will be notified verbally in class or on our WyoCourses announcement page and/or via email of these changes.

STUDENT RESOURCES:

- DISABILITY SUPPORT SERVICES: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss
- COUNSELING CENTER: uccstaff@uwyo.edu, 766-2187, 766-8989, 341 Knight Hall, www.uwyo.edu/ucc
- ACADEMIC AFFAIRS: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs

- DEAN OF STUDENTS OFFICE: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos UW
- POLICE DEPARTMENT: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd
- STUDENT CODE OF CONDUCT WEBSITE: www.uwyo.edu/dos/conduct

"If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and possibly provide documentation of your disability to Disability Support Services (DSS), room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. Visit their website for more information: www.uwyo.edu/udss."

COVID-19 Policies – during this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie (or by Natrona County if at UW-Casper), the University of Wyoming and the State of Wyoming to promote the health and well-being of fellow students and your own personal self-care. The current policy is provided for review at: <https://www.uwyo.edu/alerts/campus-return/index.html>

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes (https://cm.maxient.com/reportingform.php?UnivofWyoming&layout_id=5).

Syllabus Changes: I will alert you to any possible course format changes in response to UW decisions about community safety during the semester.

HyFlex, Zoom, and WyoCourses expectations:

As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html>
- Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

Information Technology (IT): If you have any IT related challenges, please contact the UWIT Service Center: <https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

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@ 18 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 18 points, awarded as follows:

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Frequency	Participates not at all.	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development	Posts factually correct, reflective and substantive contribution; advances discussion.

			of concept or thought.	
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature or readings to support comments.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

Examples of postings that demonstrate higher levels of thinking:

- “Some common themes I see between your experiences and our text are . . .” (analysis)
- “These newer trends are significant if we consider the relationship between . . .” (synthesis)
- “The body of literature should be assessed by these standards . . .” (evaluation)

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 answer, and/or 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(s) 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.

Course Outline

Week 0

WELCOME AND WHO'S WHO FORUM

Introductory Components

- 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

Reading and Assessments:

- 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 Executive Concerns: <https://hitconsultant.net/2019/09/13/top-10-challenges-issues-and-opportunities-healthcare-executives-will-face-in-2020/#.XjduqXdFyB0>
- **YouTube Video:** What is Human Capital? <https://youtu.be/unQwnHmV7UE>

PowerPoint Presentation

View the narrated PowerPoint presentation in preparation for the group case assignment.

Threaded Discussion – Topic of the Week

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.

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

Self-Directed Learning

- Review course work and expectations

Week 1	<p>TOPIC: ALIGNING HUMAN CAPITAL WITH STRATEGIC OUTCOMES</p>
	<p>Reading and Assessments:</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 <p>Threaded Discussion – Topic of the Week</p> <p>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, considering the strategic outcomes the organization is trying to achieve. What would it take to derive greater value from the organization’s human capital?</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>Live Discussion</p> <ul style="list-style-type: none"> 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 3, 2021 5:00pm MST <p>Group Case Assignment</p> <p>View the narrated PowerPoint presentation. 3 groups will be assigned with equal numbers of students per group</p> <p>View the narrated PowerPoint presentation. Congratulations! Due to your excellent health institution leadership and robust productivity, the Rehabilitation Department has been given 2 extra full-time equivalents (FTEs) for Fiscal Year 2020</p> <ul style="list-style-type: none"> Divide into three assigned groups Using the provided AlabamaHealth Study as your basis, create a C-Suite Executive Summary that details how this Human Capital will be utilized

	<ul style="list-style-type: none"> • 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. <p>Due Week 5 by Friday at 11:59pm MST</p>
Week 2	<p>TOPIC: HUMAN CAPITAL PROCESS</p> <p>Reading and Assessments:</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=0Mq2TiJmqCI <p>Threaded Discussion – Topic of the Week</p> <p>Answer ONE of the following Topics:</p> <ol style="list-style-type: none"> 1. Outline and describe the justification for implementing a new hospital or healthcare service line of your choice. 2. Contrast the human capital processes between two different types of healthcare systems. 3. How is your company going to differentiate its people management strategy from your competitors? <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>Live Discussion</p> <p>Discuss Hiring, Development, Promotion and Dismissal as it relates to various legal cases:</p> <ul style="list-style-type: none"> • Sunday, April 11, 2021 5:00pm MST

<p>Week 3</p>	<p>TOPIC: BASIC EMPLOYMENT LAW AND OBLIGATION</p> <p>Reading and Assessments:</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 • 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 <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 18, 2021 5:00pm MST
<p>Week 4</p>	<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

	<ul style="list-style-type: none"> • 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><u>Threaded Discussion – Topic of the Week</u> 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, 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, April 25, 2021 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://youtu.be/A7KRSCyLqc4 <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 needed management steps to create a core competency in an area that would contribute substantially to an organization’s competitive advantage. 2. Describe successful human capital development practices for a diverse employee pool. 3. What is the expected developmental practice impact of core competencies on individual motivation?

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

Read Chapter 7: Implications of Professional Change for Health Policy, Practice, and Management.

- Which top healthcare human capital challenges, issues, or opportunities are you most interested in?
- What unique roles do you see for healthcare leaders to address challenges and opportunities?
- How have you been a barrier or advocate for contemporary healthcare issues?

Sunday, May 2, 2021 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 or schoolwork.

- Due by Saturday at 11:59pm EST