PUBH 6547, SECTION 001

Healthcare Human Resources Management
Spring 2019

COURSE & CONTACT INFORMATION

Credits: 2
Meeting Day(s): Wednesday
Meeting Time: 9:05 AM – 11:00 AM
Meeting Place: Mercy Lab | Mayo D-325

Instructor: LeeAnn Vitalis, MAOM, MHA
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Office Hours: After Class
Office Location: 420 Delaware Street, Minneapolis, MN 55455

COURSE DESCRIPTION

This course is designed for Master's level students with an interest in understanding and fully utilizing the Human Resources (HR) function in healthcare organizations.

The course provides a complete overview of HR operations and best practices. The course will examine the:

- Strategic importance and impact of HR in meeting an organization's mission and vision;
- Organizational development initiatives that make HR the strategic business partner in organizations;
- Value HR brings to the organization; and
- The functional areas within HR and how they contribute to the fully functional human resources program that supports the organization's goals and objectives.

COURSE PREREQUISITES

The student must be admitted to the University of Minnesota's Master of Healthcare Administration program or other Master's programs in Public Health, Nursing, or Pharmacy.

COURSE GOALS & OBJECTIVES

By the end of this course you will be able to:

- Describe the operations and strategic importance of HR in healthcare organizations;
- Recognize and discuss HR issues that will confront healthcare organizations during the next 5-10 years;
- Demonstrate familiarity with strategic HR initiatives, including organizational and human resource assessments, organizational development plans, strategic-planning processes, recruitment, and the use of measurement and metrics models;
- Appreciate and influence the involvement of organizational leaders and HR in the development of organizational culture and strategic HR initiatives; and
- Understand how HR contributes to the strategic and operational goals of the organization.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

Healthcare Human Resources Management is a 2-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups, this course is no exception. We do not come to our courses with identical backgrounds and experiences, and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:
- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?).

In group discussion, this can mean:
- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (https://z.umn.edu/studentconduct).

COURSE TEXT & READINGS

Text Books (Required)
- Fried, Bruce and Fottler, Myron. (2015). Human Resources in Healthcare: Managing for Success, 4th Ed. Health Administration Press.
- Patterson, Grenny, McMillan, Switzler. (2012) Crucial Conversations: Tools for Talking when Stakes are High, 2nd Ed. McGraw-Hill, New York.

Text Book (Optional)
- Studer. (2004). Hardwiring Excellence: Purpose, Worthwhile Work, Making a Difference. Fire Starter Publishing, Baltimore, MD.

Required Readings
Week 2
1. Four Organizational Culture Types by Bruce M. Tharp (HOWARTH)
2. Handout: HR Operating Plan 2015_Executive Summary (utmb Health)
3. Handout: HR Strategic Plan 2015-2020_Executive Summary (utmb Health)
4. Just Culture: A Foundation for Balanced Accountability and Patient Safety by Philip G. Boysen, II (The Ochsner Journal)
5. Making Just Culture a Reality: One Organization's Approach by Alison H. Page (Patient Safety Network | October 2007)

Week 3
1. Inclusive Leadership-Inclusive cultures lead to bottom line results | Culture Factors Leadership Series
2. Diversity & Cultural Competency in Health Care Settings by Dawn Lehman, PhD, Paula Fenza, MA, and Linda Hollinger-Smith, PhD | Mather Lifeways
3. How Can Organizations Reap the Benefits of a Diverse Workforce? Assessing the Organization's Diversity Paradigm by Catherine Ashcraft | National Center for Women & Information Technology
4. Why Diversity Matters in Health Care by Jan Salisbury, M.S. and Sam Byrd | CSA Bulletin (2006)

Week 4
1. 70 HR Metrics with Examples
2. How to Create More Value From Employee Surveys by Laurie Bassi and Dan McMurrer; Talent Management Magazine (2012)
3. Engaging Employees: Big Companies Need the Most Improvement by Annamarie Mann and Becky McCarville (January 2016) GALLUP
4. Survey Questions

5. The importance of human resources management in health care: a global context by Stefane M. Kabene, Carole Orchard, John M. Howard, Mark A. Soriano, and Raymond Leduc; (July 2006) Human Resources for Health

Week 5
1. Mager, R. F., & Pipe, P. (1997). Analyzing Performance Problems or you really oughta wanna (3rd ed.). Belmont, CA: Lake Publishers.
2. Coaching and mentoring your staff; OR Manager (September 2008). Kathy Shaneberger, RN, MSN, CNOR
3. Foundational Healthcare Competencies; Dr. Stephen C. Schoonover, Chris Bergeron, and Beth Stiner; (2011) Schoonover Associates, LLC
4. National Center for Healthcare Leadership-Healthcare Leadership Competency Model (2006-2012)
5. Performance Summary; Hazelden
6. Summary of Talent Themes
7. The New Value Equation: Does Your Team Really Measure Up? (February 2015); Cy Wakeman; Forbes/Leadership
8. How to Write a Performance Improvement Plan (August 2006)

Week 7
1. National Center for Healthcare Leadership-Health Leadership Competency Model (2005-2010)

Week 8
1. Key Human Resource Strategies Within a Healthcare Organization by Steven Hurwitz; Washington Healthcare News
2. How Many Staff Members Do you Need? By Crystal S. Reeves, CPC; (September 2002); Family Practice Management (www.aafp.org/fpm)
3. The Key to Budget Success: Optimal Staffing and Scheduling Management; PREMIER

Week 9
1. Behavioral Interview Questions; Career & Professional Development Center (2017)
2. Interview Basics by Park Scholarships: Interviewing, Leadership Skills Training

Week 11
1. Hay Evaluation Method
2. Put a Lid on Salary Compression Before it Boils Over by Jim Kochanski and Yelena Stiles, (July 2013) Sibson Consulting/The Segal Group; Society for Human Resource Management

Week 13
1. Guest Speaker Bio: Penelope J. Phillips, Attorney-Felhaber Larson Full-Service Law Firm

COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Activities/Assignments
Week 1 01/23/19 – 01/29/19	• Introduction, Course Overview	• Text: Crucial Conversations, Ch 1-2	• Activity: Whiteboard Q&A • Activity: Where you 'Stand' on HR Topics
Week 2 01/30/19 – 02/05/19	• Strategic HRM & Just Culture	• Text: HR in Healthcare, Ch 1 • Article: Four Organizational Culture Types • Article: Just Culture Accountability & Patient Safety • Article: Making a Just Culture a Reality • Example: HR Operating Plan • Example: HR Strategic Plan	• Assignment Org Philosophy (AOP): Exercise 1, p.29
Week 3 02/06/19 – 02/12/19	• Workforce Diversity & Culture	• Text: HR in Healthcare, Ch 5 • Article: Why Diversity Matters • Article: Inclusive Leadership • Article: Cultural Competency • Tool: Diversity Paradigm	• Assignment Culture & Diversity (ACD): Cultural Competency & Diversity Paradigm
Week 4 02/13/19 – 02/19/19	• Organizational Development & Learning, HR Quality & Metrics	• Text: HR in Healthcare, Ch 11, 15 & Appendix A • Text: Hardwiring Excellence (optional) • Article: Rounding for Outcomes • Article: Employee Surveys • Article: Importance of HR in Healthcare • Tool: Engagement Survey Questions • Tool: 70 HR Metrics with Examples	• Assignment Rounding Role Play (ARRP)

Week	Topic	Readings	Activities/Assignments
Week 5 02/20/19 – 02/26/19	• Performance Management	• Text: HR in Healthcare, Ch 8 • Article: Competency Model (full) • Article: Foundational HC Competencies • Article: Value Equation • Article: Coaching & Mentoring Your Staff • Example: Talent Themes • Example: Performance Summary • Tool: Analyzing a Performance Problem • Tool: How to Write a PIP	• Assignment Performance Review (APR): Case 2, p.267 • Assignment Coaching Roll Play (ACRP): Coaching Role Play
Week 6 02/27/19 – 03/05/19	• Conflict Management	• Text: Crucial Conversations, Ch 3-11	• Assignment Crucial Conversations (ACC)
Week 7 03/06/19 – 03/12/19	• HC Professionals, Job Analysis & Design, & Credentialing	• Text: HR in Healthcare, Ch 3, 4, 6 • Article: Competency Model (summary)	• Project Job Analysis & Design (PJD) • Midterm Exam
Week 8 03/13/19 – 03/19/19	• Workforce Planning	• Text: HR in Healthcare, Ch 13-14 • Article: Key HR Strategies within a Healthcare Organization • Article: How Many Staff Members Do You Need? • Article: Optimal Staffing & Scheduling Management	• Project Workforce Planning (PWP)
03/20/19 – 03/26/19	• SPRING BREAK	• None	• None
Week 9 03/27/19 – 04/02/19	• Interviewing	• Tool: Interview Basics • Tool: Behavioral Interview Questions	• Assignment Interviewing Roll Play (AIRP)
Week 10 04/03/19 – 04/09/19	• Recruitment, Selection, Retention	• Text: HR in Healthcare, Ch 7 • Article: 2019 Recruiting Trends	• Project Recruitment & Selection Strategy (PR)
Week 11 04/10/19 – 04/16/19	• Compensation, Benefits, Physician Relations	• Text: HR in Healthcare, Ch 9-10 • Article: SHRM Compression • Tool: Hay Evaluation Model	• Project Compensation & Benefits Package (PCB) • Project Presentation (PPPT)
Week 12 04/17/19 – 04/23/19	• Employee Relations, Employment Law	• Text: HR in Healthcare, Ch 2	• Assignment Employment Law (AEL): Evansville Nursing Home Case Study

Week	Topic	Readings	Activities/Assignments
Week 13 04/24/19 – 04/30/19	• Organized Labor (Unions)	• Text: HR in Healthcare, Ch 12 • Bio: Guest Speaker	• Activity: Questions for Guest Speaker
Week 14 05/01/19 – 05/07/19	• Wrap Up	• None	• Assignment Labor Organizing (ALO): Case Study • Activity: Where You 'Stand' on HR Topics • Final Exam

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:
- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:
- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

This course will include in- and out-of-class assignments, pop quizzes, a four-part project, and two exams. The project includes a presentation to the class April 10. Those on the same project team will receive the same grade for the project. The first exam will not be open-book and will take place mid-term on March 6 in the second half of class. The final exam is open-book and will be available to complete after the last class. Do not work with other students for either exam; they are meant to show your individual understanding and knowledge. Your final grade will be based on a total of 250 points as follows:

Work	Points
12 Assignments	96
Pop Quizzes	14
Project	60
2 Exams	80
TOTAL	**250**

Assignments are defined as a set of tasks while the project is a planned endeavor, with a specific goal and accomplished in several steps or stages. When work is subjective, it will be graded according to a grading rubric provided with the initial directions. Turnaround time for graded work will be no more than one week after submitted. If you disagree with your grade on any type of work, please bring it to the instructor's attention no later than one week after the work was graded.

Grading Scale
The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Points	Grade	GPA
93 - 100%	230-250	A	4.000
90 - 92%	205-229	A-	3.667
87 - 89%	176-204	B+	3.333
83 - 86%	145-175	B	3.000
80 - 82%	115-144	B-	2.667
77 - 79%	87-114	C+	2.333
73 - 76%	63-86	C	2.000
70 - 72%	44-62	C-	1.667
67 - 69%	26-43	D+	1.333
63 - 66%	19-28	D	1.000
< 62%	1-18	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.

If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism). |
Late Assignments	You are expected to submit assignments by the due date and time. Exceptions will be made for those experiencing extenuating circumstances in which a new due date and time will be established. To request an extension, you should let the instructor know immediately and before the due date. All other late assignments will not be accepted.
Attendance Requirements	You are expected to attend all classes. Should you need to miss a class, let the instructor know ahead of time. Some in-class assignments will be eligible as make-up work. All make-up work must be submitted within three days of the missed class (due by noon on the third day). All make-up work will be eligible for only 50% maximum of the points. Project presentations will take place on April 10, do not miss this class for sure.
Extra Credit	There is no extra credit in this course.
Intellectual Property of Instructors' Material	The MHA program prohibits any current student from uploading MHA course content (e.g., lecture notes, assignments, or examinations for any PUBH 65XX or PUBH 75XX courses) created by a University of Minnesota faculty member, lecturer, or instructor to any crowdsourced online learning platform.

CEPH KNOWLEDGE DOMAINS

Knowledge Domain	Course Learning Objectives	Assessment Strategies
None		

NCHL HEALTHCARE LEADERSHIP COMPETENCIES FOR CAHME ACCREDITATION PURPOSES

Competency	Course Learning Objectives	Assessment Strategies
Process Improvement, Quality Improvement, and Operations Management	Demonstrate understanding of quality improvement methods, including key features and tools, and its value in organizational outcomes.	Midterm Exam
Organizational Awareness	Assess an organization's cultural competency and diversity paradigm, and use that information to suggest improvement in the diversity program.	Assignment ACD
Collaboration	Present with a team your complete HRM recruitment process you created for a healthcare job, starting with a job analysis and including workforce planning, sourcing, interviewing, selecting, offering total compensation package and retaining.	Project PPPT
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Assess and distinguish the organizational and human resources systems that affect organizational outcomes.	Assignment AOP
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Assess an organization's cultural competency and diversity paradigm, and use that information to suggest improvement in the diversity program.	Assignment ACD
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Perform a rounding interview to harvest wins and obtain information to be used to improve various elements within an organization, both from an employee and customer perspective.	Assignment ARRP
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Conduct a performance appraisal interview that includes coaching, taking into consideration the techniques that make such an interview successful.	Assignment ACRP
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Participate in dialogues that invite vital information into a shared pool of understanding that ultimately have the potential to improve decision making, commitment to action, productivity, and relationships.	Assignment ACC

Competency	Course Learning Objectives	Assessment Strategies
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Analyze and design a healthcare job description with job specifications.	Project PJD
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Define the methods used to project workforce supply and estimate the demand for healthcare workers.	Project PWP
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Develop and conduct a structured interview.	Assignment AIRP
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Design a recruitment and selection effort for a particular job.	Project PR
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Design a total compensation package for a specific healthcare job the will incentivize high performance and retain the incumbents.	Project PCB
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Determine strategies that an organization can use to prevent and remedy discrimination in the workplace.	Assignment AEL
Ability to apply principles and tools of effective human resource management. (NCHL-inspired)	Distinguish the different phases of the labor relations process and strategize what actions to take in one phase.	Assignment ALO
Project management	Present with a team your complete HRM recruitment process you created for a healthcare job, starting with a job analysis and including workforce planning, sourcing, interviewing, selecting, offering total compensation package and retaining.	Project PPPT
Working in and Leading Teams	Present with a team your complete HRM recruitment process you created for a healthcare job, starting with a job analysis and including workforce planning, sourcing, interviewing, selecting, offering total compensation package and retaining.	Project PPPT
Problem solving	Identify the right problem to hold the right conversation in order to solve the root problem and/or clear up misunderstanding.	Final Exam
Strategic orientation	Assess and distinguish the organizational and human resources systems that affect organizational outcomes.	Assignment AOP
Change Leadership	List the steps in A) the process of performance improvement, B) organizational change management, and C) designing an employee training program (using ADDIE).	Midterm Exam
Self-awareness	Assess your own conflict management skills and formulate a plan to make improvements.	Assignment ACC

Competency	Course Learning Objectives	Assessment Strategies
Displays sensitivity to diverse backgrounds	Strategize handling conflicts in a culturally diverse workplace.	Midterm Exam
Displays sensitivity to diverse backgrounds	Explain the key characteristics of inclusive leadership to ultimately achieve an inclusive organizational culture.	Midterm Exam
Written communication	Write open-ended behavioral interview questions.	Assignment AIRP
Public speaking and Facilitation Skills	Present with a team your complete HRM recruitment process you created for a healthcare job, starting with a job analysis and including workforce planning, sourcing, interviewing, selecting, offering total compensation package and retaining.	Project PPPT