Eastern Illinois University
Revised Course Proposal
HST 4770, Health Services Administration

1. Catalog Description
   a. HST 4770
   b. Health Services Administration
   c. Course meets for 150 minutes per week for fifteen weeks (3-0-3)
   d. F, S
   e. Hlth Svcs Admin
   f. Examination of the health service sector applications of administrative and management concepts, including social administration, biomedical and business ethics, and management theory. WI
   g. Prerequisites: ENG 1002G, HST 2270, HST 3700, HST 3750 and Senior class status; or permission of the instructor.
   h. online delivery

2. Objectives and Evaluation of the Course
   a. Objectives of the course [Entry Level Health Educator Competencies met]:
      Students will be able to:
      1. apply management concepts specifically to the health care system environment [VA3; VB1-3; VC1-3]
      2. identify similarities and differences between the health care system and traditional business environment
      3. improve upon their individual discipline-specific writing skills [VIA1-2; VID2] 4.
      4. use analytical thinking skills to make choices and justify decisions [A1-2; IVD1; VIB]
      5. apply theories and concepts to realistic scenarios [VIIA; VIIB1]
   b. This is not a General Education Course
   c. Methods of assessing student achievement of learning objectives.
      1. Examinations 200 points
      2. Case Studies 30 points
      3. Position paper 130 points
      4. Attendance 20 points

      The examinations contain both objective and essay components, each necessitating application of course material to scenarios. This demonstrates the student’s ability to not only memorize but also to recognize, analyze and apply course material.

      The case studies further require the student to synthesize information and postulate “what happens next” in the specific scenarios used, including a discussion of what will work and won’t work in the health services industry because of ethical constraints and obligations to the community not always present in the non-human services industry sector.

      The position paper requires students to work with a controversial health services related issue, identify the two sides of the issue, generate arguments supporting both sides, select the side they wish to support in the
paper, and refute the arguments of the opposing side with a thoughtful, researched rebuttal. The paper will be done in sections, revised, and resubmitted.

d. Graduate level requirements:
   All undergraduate requirements, with the following additions and/or assignment alterations:

   1. Position paper: The undergraduates select a topic from a list of topics the instructor generates. Graduate students will develop their own topics based on their disciplines, approve the topic with the instructor, and generate a paper significantly longer, greater in scope, and with significantly more references (ie: 25 pages instead of 15 and 40 sources instead of 20)

   2. Presentations: graduate students will prepare a 30 minute presentation on a topic they preapprove with the instructor that is relevant to their area of study. The topic must fit within the course objectives. Graduate students will be expected to use appropriate media in their presentation and will be evaluated on the content as well as presentation skills. At least one meeting with the instructor prior to the presentation is required.

e. Writing Intensive: More than 35% of the course grade comes from writing assignments. The Position Paper is written in sections and resubmitted after revision.

3. Outline of the Course:
   (Note: at this time, there are no plans to offer this course in a non-traditional format.)

   A. Introduction .5 week
      1. Syllabus
         a. Writing expectations
         b. Grading scale
      2. Relevance of the class
         a. What is a health services manager?
         b. Why is it important for me to take this class?

   B. The Managerial Role 1.5 weeks
      1. Traditional Concepts
      2. Alternative Concepts
      3. What the health services supervisor needs most

   C. Organizational Structure and Design 1 week
      1. Organizational Theory – classical and modern
      2. Designing health services organizations

   D. Client Centered Management/Social Administration 1.5 weeks
      1. Basic tenets
      2. Beliefs and assumptions
      3. Client-management separation: causes and consequences

   E. Organizational Alliances 1 week
      1. Inter-organizational linkages
      2. Types and Forms of alliances
3. Purpose
4. Strengths and weaknesses for health services organizations

F. Ethical and Legal Issues 2 weeks
1. Ethical Issues
   a. Philosophical theories
   b. Ethical principles especially relevant to health professionals
   c. Health-related ethical issues in the news
   d. How do health care organizations handle ethical dilemmas?
2. Health Services Legal Issues
   a. Informed consent
   b. Malpractice
   c. Medical negligence
   d. Impact of legal issues
   e. Diversity issues

G. Technology in the Health Care Environment 1 week
1. Types of technology
2. Diffusion of technology in health
3. Impact of technology on health care – the good, the bad, and the ugly

H. Managerial Problem Solving and Decision Making 2 weeks
1. Authority issues
2. Sources of Power
4. Structure of Political Activity in Health Services Organizations
5. Decision Making tools
6. Conflict and Negotiation
   a. Dual Concern Model

I. Leadership 1 week
1. Leadership Style
2. Theories concerning effective leaders

J. Motivating People 1.5 weeks
1. Content and process theories
2. Effective use of motivation theory
3. Special concerns of the health services setting

L. Quality Assessment and Improvement 1 week
1. TQM/CQI
2. Crosby’s Iceberg Theory of Costs in Health Care
3. Quality management and risk management in the health services sector

M. The Future 1 week
1. Anticipating change
2. What will health care look like in the future?

4. Rationale
   a. Purpose and need: This course is a required course in the core curriculum of the major in Health Studies. It is useful and necessary to all students, whether they intend to be administrators or not. Understanding the institutional environment and the task(s) of management helps one understand the place one’s own position holds in the health services organization. Furthermore, the upgrade of this course to incorporate a graduate component provides graduate students in Gerontology with a needed course focused on the human services environment.
   b. Justification of level and list of prerequisites: This course requires a basic understanding of Community Health professions, the human services
industry in general, and health services environment in particular. Hence the prerequisites. Graduate students in gerontology are sufficiently prepared by their own curriculum and undergraduate majors for this course; hence, the “permission of instructor” clause to allow them access to the course. The level of the course is appropriate due to the vast analytical requirements of the course. It requires a level of information processing and analytical argumentation more commonly found in more mature students.

c. Similarity to existing courses and/or effect upon programs in other departments: While there is some similarity in basic content with other administration/management courses across campus, the human services focus is unique to this course. This course will replace the current HST 3770.

d. Impact on the Program:
   1) course is required in the HST major, Community Health Option.
   2) course will be an approved elective in the Gerontology graduate program.

5. Implementation
   a. Faculty member to whom the course may be assigned: course will initially be assigned to Dr. Julie Dietz, who is a member of the graduate faculty.
   b. No additional costs.
   d. First term to be offered: Fall 2003

6. Community College Transfer: A community college course will not be judged equivalent.

   Date approved by HST: 11-21-02
   Date approved by CEPS: 1-27-03
   Date approved by CAA: 2-20-03
   Date approved by CGS: 2-18-03