I. COURSE DESCRIPTION
This course examines human resource management functions, processes and systems within organizations including recruitment, selection, training of personnel and the legal and regulatory environment affecting Human Resources Management Operations. Managing and developing human resources within and between systems/organizations is also studied. Organizational performance and creativity are examined. There are no pre-requisites for this course.

II. JESUIT PRINCIPLES AND VALUES
The University of Scranton is a Jesuit institution of higher learning, which embraces spirituality at the core of its mission. The chief characteristics embedded in the vision founded by Saint Ignatius of Loyola include: the concept of the Magis, or a restless pursuit of excellence grounded in gratitude; Cura Personalis, individual attention to students and respect for the uniqueness of each member of the University community; seeking God in all things; liberal education; service of faith and the promotion of justice; and contemplation in action.
As part of Strategic Human Resources Management (SHRM) we will look at the concepts of self-awareness, ingenuity, love and heroism as all of us have leadership potential, beginning with self-leadership.

III. HEALTHCARE LEADERSHIP ALLIANCE COMPETENCY MODEL
(Adopted MHA Program Core Competencies)

Domain #1: Communication and Relationship Management
Competency
A. Apply principles of communication and demonstrate specific applications.
B. Present results of data analysis to decision makers.
C. Use factual data to produce and deliver credible and understandable results.
D. Facilitate group dynamics, process, meetings, and discussion.
E. Utilize effective interpersonal skills.

Domain #2: Leadership
Competency
A. Explain potential impacts and consequences of decision making in situations both internal and external.
B. Encourage a high level of commitment to the mission, and values of the organization.
C. Gain physician buy-in to accept risk and support new business ventures.
D. Accurately assess individual strengths and weaknesses.

Domain #3: Professionalism
Competency
A. Understand professional standards and codes of ethical behavior.
B. Uphold and act upon ethical and professional standards.
C. Demonstrate professional norms and behaviors.
D. Engage in continued professional development including reflection and self-directed learning.

Domain #4: Knowledge of the Healthcare Environment
Competency
A. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community.
B. Prepare projects that are credible to governmental, regulatory, professional and accreditation agencies.
C. Use marketing and needs assessment techniques in support of healthcare program development and implementation.
D. Apply principles and methods of health policy analysis.

**Domain # 5: Business Skills and Knowledge**

*Competency*

A. Integrate information from various sources to make decisions and recommendations.
B. Demonstrate critical thinking, analysis, and problem solving.
C. Apply basic financial management and analysis principles.
D. Apply reimbursement principles, ramifications and techniques including rate setting and contracts.
E. Apply principles of operating, project, and capital budgeting.
F. Use project management techniques.
G. Use statistical and analytic tools to measure and improve performance.

**Course Requirements/Assessment**

Symbol Designation
Domain = D1-5, Competency = A-Z, Week = W1-15, Learning Objective = L1-10, Cognitive Domain Level = CD1-5, Affective Domain Level = AD1-5

**IV. COURSE OBJECTIVES**

During this course, you will:

A. Identify and apply factual knowledge about human resources management.
B. Utilize human resource principles, concepts, generalizations, theories and models.
C. Apply human resources management for problem solving and decision making.
D. Utilize skills, competencies, values, and points of view pertaining to human resources.
E. Integrate the professions of human resources management and health administration.
F. Understand how human resources management affects allied health professionals and others.
G. Develop and utilize new ways of thinking about human resources, jobs, and professions.
H. Analyze the impact human resources management has on strategy formulation and strategy implementation.
I. Participate in class simulation activities and case studies to integrate human resources management with organization and performance outcomes.

**V. Course Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
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<tr>
<td>Mid-Term Exam</td>
<td>25</td>
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<tr>
<td>Course Project – Oral Presentation</td>
<td>25</td>
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<tr>
<td>Final Exam</td>
<td>35</td>
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<td><strong>Total</strong></td>
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**VI. COURSE ACTIVITIES AND TEACHING METHODS**

We will use readings, lectures, discussions, group activities, student participation, case studies, guest speakers, videos, handouts, projects, experiential exercises, student presentations, research and perhaps other methods and activities to enable students to achieve the course objectives.

**VII. REQUIRED READING**

Fried, B.J., Fottler, M.D., & Johnson, J.A. (2008). *Human Resources in Healthcare: Managing for Success (3rd edition)*. Chicago: Health Administration Press. We will also use readings from relevant journals, web sites and other sources that will be identified in class lectures, discussions and handouts. You are welcome to share with the class your favorite sources for reading. Additional reading, handouts, and materials distributed and assigned during the semester.
VIII. RESPONSIBILITIES AND GRADING
You are responsible for:
A. Completing all reading assignments prior to scheduled classes (except for the first class).
B. Attending (on time) and meaningfully participating in class.
C. Getting all material presented and announcements made during every class (even if not present).
D. Completing all course assignments and activities as scheduled, or else contacting me well in advance if this is not possible so that reasonable adjustments can be mutually arranged.
Understanding and upholding university policies and the Academic Code of Honesty. (See the University’s code at: http://matrix.scranton.edu/student_handbook/policy_academic_code_honesty.html)

IX. CLASS ATTENDANCE
Human Resources Management (HAD 504) meets one day per week. Students are expected to attend and participate in each class and should not be absent more than the allowable classes per The University of Scranton policy. Excessive tardiness (late for class) may affect performance in the class. Each student is responsible (in attendance or in absentia) for everything covered in class, additional readings, and announcements about assignments, mid-term evaluation and the final evaluation that are made during class hours. More than the allowable absences for reasons other than illness (physician’s note required) will result in a 5-point reduction from your grade for each class missed. Full attendance and participation is expected.

X. STUDENTS WITH DISABILITIES
In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current medical documentation. Students should contact Mary Ellen Pichiarello (Extension 4039) or Jim Muniz (Extension 4218), 5th floor, St. Thomas Hall, for an appointment. For more information, see http://www.scranton.edu/disabilities.

XI. WRITING CENTER SERVICES
The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students’ work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged. To meet with a writing consultant, stop by during the Writing Center’s regular hours of operation, call (570) 941-6147 to schedule an appointment, or complete the Writing Assistance Request Form online. You can also schedule an online appointment using Google Docs and Google Talk.

XII. GRADING DISTRIBUTION

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<td>92 to 94</td>
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<td>B+</td>
<td>89 to 91</td>
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<td>B</td>
<td>86 to 88</td>
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<td>B-</td>
<td>83 to 85</td>
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<td>C+</td>
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<td>C</td>
<td>77 to 79</td>
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<td>C-</td>
<td>74 to 76</td>
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<td>D+</td>
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<td>70 or below</td>
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Class preparation, attendance and participation help increase course learning, performance, and grades. The more you prepare, attend and participate, the more you will learn and retain. Please come to each class prepared to meaningfully participate in discussions, assignments and activities. You are encouraged to share your own experiences that fit with the class content.

This syllabus provides much information about what is expected in this course. During the semester, I will provide further information about course expectations, assignments, and so forth, so that you can learn and do well in the course. Please contact me (by email, phone, after class, office visit, etc.) if you have questions or concerns about course material, class activities, assignments, grades, or any aspects of the course. I will provide feedback to you during the semester about your performance in the course; if you desire further feedback, please contact me. I want you to do well in the course and I will be available for individual help. I will welcome your input and feedback about the course at any time.

XIII. COURSE SCHEDULE
This schedule has been planned to enable students to meet all course objectives. It may change, based on students’ interests, guest speakers’ schedules, and other factors that evolve during the semester. Changes will be discussed with the class, as much in advance as possible. Please inform me if you foresee any schedule problems.
Class #1: August 31st

Student Learning Outcomes
1. Understand the purpose, methods, resources, expectations and grading for this course.
2. Gain an overview of human resources management.

Class Content
- Syllabus and Course Orientation
- What is Human Resources Management?
- Key Processes and Systems
- Who Manages Human Resources?

Readings
Syllabus
Fried, et al. Chapter 1

Class #2: September 7th

Student Learning Outcomes
1. Define strategic human resource management.
2. Outline key human resources functions.
3. Discuss the significance of human resources management to present and future healthcare executives.
4. Describe the organizational and human resources systems that affect organizational outcomes.

Class Content
- Environmental Trends
- The Strategy for Human Resource Management (SHRM) Model
- Human Resources and The Joint Commission
- A Strategic Perspective on Human Resources

Readings
Fried, et al, Chapters 2 & 3

Class #3: September 14th

Student Learning Outcomes
1. Trace the history of human resources for health and workforce planning.
2. Learn why and when workforce planning is undertaken.
3. Briefly describe the five major methods used in workforce planning.
4. Understand the key concepts of benchmarking, adjusted needs and demand as they apply to workforce planning.
5. Develop a simple estimate of the future supply of a profession for a population.
6. Interpret the results of workforce planning reports as they relate to individual healthcare organizations and delivery systems.
7. Describe the history and current trends in international migration of physician and nurses.
8. Enumerate the factors that motivate physicians and nurses to migrate to other countries.
9. Discuss the implications of physician and nurse migration for sending and receiving countries.
10. Understand the policy context and policy interventions that attempt to manage physician and nurse migration.
11. Explain the issues of ethical recruitment, visa regulation, credentialing and adaptation for managers of foreign-born and –trained physicians and nurses.

Class Content
- The History of Healthcare Workforce Planning
- The Rationale for Healthcare Workforce Planning
- Overview of Workforce Planning Methodologies
- Challenges and Difficulties of Workforce Planning
- International Perspectives
- Workforce Supply Metrics
- History and Current Trends
- Causes of International Migration
- Sending Country / Region Trends
- Consequences for Receiving Countries
- Issues for Managers
- The Future of International Health Workforce Migration

Readings
Fried, et al, chapter 4

Class #4: September 21st

Student Learning Outcomes
1. Understand the role of healthcare professionals in the human resources management function of healthcare organizations.
2. Define the elements of a profession, with an understanding of the theoretical underpinnings of the healthcare professions in particular.
3. Describe the healthcare professions, which include the majority of healthcare workers, and the required educational levels, scopes of practice and licensure issues for each.
4. Relate knowledge of the healthcare professions to selected human resources management issues and systems development.
5. Comprehend the changing nature of the existing and emerging healthcare professions in the healthcare workforce, particularly the impact of managed care.

Class Content
- Professionalization
- Healthcare Professionals
- Considerations for Human Resources Management
- Changing Nature of the Health Professions

Readings
Fried, et al, Chapters 5 & 6

Class #5: September 28th

Student Learning Outcomes
1. Understand the impact of legal considerations on key human resources management activities and functions.
2. Understand how proactive use of diversity principles can transform the organization’s culture.
3. See additional learning objectives on pages 99 & 145.

Class Content
- Employment Laws
- Employment Discrimination
- Equal Employment Opportunity Legislation
- Implementing EEO Principles
- Employment-at-Will Principle and Its Exceptions
- Termination Procedures
- Grievance Procedures
- A Definition of Diversity
- The Business Case for Diversity
- Diversity in Healthcare Leadership: Two Major Studies
- The Impact of Diversity on Care Delivery
- Components of an Effective Diversity Program

Readings
Fried, et al, Chapter 7
Class #6: October 5th

Student Learning Outcomes
1. Distinguish between job analyses, job descriptions and job specifications.
2. Describe the methods by which job analyses are typically accomplished.
3. Discuss the relationship of job requirements to other human resources management functions.
4. Enumerate the steps involved in a typical job analysis as well as the methods of job analysis.
5. Address the relationship between job analyses and strategic human resources management.
6. Understand the changing nature of jobs and how jobs are being redesigned to enhance productivity.

Class Content
- The Job Analysis Process
- Job Design
- Specialization in Healthcare

Readings
Fried, et al, Chapter 8

Prep for Mid Term Exam

Class #7: October 12th – Mid Term Exam

Student Learning Outcomes
1. Understand the major steps and decisions involved in designing and implementing a recruitment effort.
2. See additional learning objectives on page 197.

Class Content
- Recruitment
- Selection
- Turnover and Retention

Readings
Fried, et al, Chapters 9 & 10

Class #8: October 19th (NB: TBA - Substitute Professor or Guest Lecturer)

Student Learning Outcomes
1. Discuss the role of organizational development and training and its contribution to the bottom line.
2. Define performance management and describe the key components of a performance management system.
3. See additional learning objectives on pages 237 & 257.

Class Content
- Designing Training for Sustainability
- Training Methods
- Employee Socialization
- Succession Planning
- Trends in Organizational Development and Training
- The Role of Performance Management
- The Cynicism About Performance Management
- Conducting Effective Performance Management Interviews

Readings
Fried, et al, Chapter 11

Class #9: October 26th

Student Learning Outcomes
1. Describe the purposes of compensation and compensation policy in healthcare organizations.
2. Distinguish between extrinsic reward and intrinsic reward and the value of each to employees.
3. See additional learning objectives on page 281.

**Class Content**
- The Strategic Role of Compensation Policy
- Intrinsic Versus Extrinsic Rewards
- Determining the Monetary Value of Jobs
- Variable Compensation
- Special Considerations for Compensating Physicians
- Future Directions for Compensating Physicians

**Readings**
Fried, et al, Chapters 12 & 13

**Class #10: November 2nd**

**Student Learning Outcomes**
1. Discuss the history and trends of employee benefits management.
2. Identify the resources required to develop and maintain a safe and prepared workplace.
3. See additional learning objectives on pages 319 & 347.

**Class Content**
- Brief Historical Background
- Major Federal Legislation
- Overview of Employment Benefits
- Designing a Benefits Plan
- Hazard Analysis for a Healthy & Safe Workplace
- Preparedness for Workplace Disasters
- Safety and Preparedness Requirements
- Measuring Workplace Safety and Preparedness

**Readings**
Fried, et al, Chapter 14

**Class #11: November 9th**

**Student Learning Outcomes**
1. Address the relationship of organized labor and management in healthcare.
2. Distinguish the different phases of the labor relations process.
3. Describe the evolving role of unions in the healthcare workforce.
4. Examine legislative and judicial rulings that affect management of organized labor in healthcare settings.
5. Review emerging healthcare labor trends.
6. Consider the potential impact of the Internet on the labor-management relationship.

**Class Content**
- Overview of Unionization
- The Labor Relations Process
- A Review of Legislative and Judicial Rulings
- Developments in Organizing Healthcare Workers
- Management Guidelines

**Readings**
Fried, et al, Chapter 15 & 16

**Class #12: November 16th**
Student Learning Outcomes
1. List the factors that affect nurse workload and staffing.
2. Discuss the purposes and components of the labor budget.
3. See additional learning objectives on pages 393 & 433.

Class Content
- Types of Nursing Personnel
- Definitions and Measurement
- Measurement of Nurse Staffing
- Key Issues in Managing Nurse Staffing and Workload
- Future Directions and Challenges
- Linking Budgeting with Human Resources Management
- Linking Human Resources Budgeting to Employee Productivity
- Other HR Practices Related to the Labor Budget
- Using Labor Budget Metrics for Measurement
- Mergers, Acquisitions and Strategic Alliances

Readings
Fried, et al, Chapter 17

Class #13: November 30th

Student Learning Outcomes
1. Describe the significance of customer service in the highly competitive healthcare market.
2. Distinguish healthcare organizations that exhibit high levels of customer service from those that do not.
3. Explain the role of human resource management practices in enhancing customer service.
4. Discuss six specific human resources strategies that can enhance customer service.

Class Content
- An Emerging Customer Focus
- The New Paradigm

Readings
Fried, et al, Chapter 18

Class #14: December 7th

Student Learning Outcomes
1. Enumerate and discuss the trends that are occurring in the healthcare marketplace.
2. List and explain the challenges in healthcare human resources management.

Class Content
- Ten Healthcare Trends
- SHRM’s Survey Results
- Six Overall Challenges in Human Resources Management

Readings
Prep for Final Exam

Class #15: December 14th – Final Exam

VII. SUPPLEMENTARY READINGS

A. Human Resources Topics


**B. Compensation**


**C. Recruitment**


**D. Employee Morale & Incentives**


Pemberton, JH. & Davidhizar, R.. (1998). Facing the staff after a reduction in work force. *Hospital
Management Quarterly. 20(1), 13-23.

Oral Presentation: Course Project

Identify and research an interesting human resources issue / event in healthcare. This should be an issue that captures your attention and moves you. It should be something that is not covered in class or in the Fried text. You will deliver an oral presentation with power point to the class on your research. It should be obvious to the entire class that you are truly interested in the topic, i.e. – it’s easier for the class to learn if the presenter is enthusiastic about the presentation. Your presentation should demonstrate course proficiency and your ability to use HRM terms, concepts, principles, theories, knowledge, and methods to diagnose and resolve actual HRM duties in healthcare institutions. The presentation should be suitable for graduate studies and for directors of health institutions. You may review work-in-progress with me for preliminary feedback to increase learning and performance. You must schedule your oral presentation for 20 minutes of class time, during which you should:

a) Introduce the presentation, by stating the purpose, importance, and a quick outline of it.
b) Briefly describe the context, setting, and background for your topic.
c) Explain and analyze the human resource process and how it affects health care managers by applying and using HRM terms, concepts, principles, theories, knowledge, and methods.
d) Explain lessons for health managers and leaders by applying and using HRM terms, concepts, principles, theories, knowledge, and methods.
e) Lead class discussion of one question relating to your presentation.
f) Provide me with a printed handout of the power point prior to the presentation.

Name(s): Date:

HRM Problem:

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<th>Criteria</th>
<th>Points</th>
<th>Comments/Suggestions</th>
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<tr>
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<tr>
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<td>b) context</td>
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<td>c) use of HRM</td>
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<td>d) lessons</td>
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<td>e) discussion</td>
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<td>f) Focus</td>
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<td>g) Original thinking, creativity</td>
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<td>h) Presentation organization, visual materials</td>
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Total [25 points]