



**The University of Texas at Tyler
Executive Health Care Administration MPA Program
SUMMER 2019**

COURSE NUMBER	PADM 5380
COURSE TITLE	Topics in Public Administration: Administration of Public and Non-Profit Health Care Organizations
INSTRUCTOR	Nancy Borkowski, DBA, CPA, FACHE, FHFMA
INSTRUCTOR INFORMATION	Email: nmborkowski@gmail.com Phone: 954-254-3106 (cell)
REQUIRED TEXT	Borkowski, N. (2016). <u>Organizational Behavior, Theory and Design in Health Care, 2nd ed.</u> Burlington, MA: Jones and Bartlett Publishers.

Required Simulations:

Judgement in a Crisis- This is an Internet-based simulation supported by Harvard Business Publishing. Additional information will be provided in class and posted on Canvas. **NOTE:** students will need to bring their own headphones to intensive weekend session to participate in this simulation exercise.

COURSE**DESCRIPTION**

Studies in selected aspect of Public Administration. Specifically for the Executive Health Care Administration Program – Summer 2018 – PADM 5380 will be focused on Organizational Behavior and Organization Theory.

Expanded: This course introduces the student to organizational theory and behavior through a systematic, integrative study of individual, group and organization-wide issues. Students will develop a basic knowledge and understanding of the major theories, principles, and research findings that contribute to effective individual and organizational performance. Personal and professional growth are encouraged through critical study of the behaviors and strategies leaders use to accomplish goals, foster change and improve effectiveness.

COURSE COMPETENCIES

1. Acquire a basic knowledge and understanding of organization theory and behavior, and interpret concepts, models, and research findings as these relate to individual, group, and organizational performance.
2. Develop the ability to assess one's own strengths and weaknesses, to reflection on personal performance and to develop personal and professional goals that provide for acquisition of new learning and improved performance.
3. Understand the role of individual and cultural differences and develop appropriate methods for interacting sensitively, effectively and professionally with persons from diverse cultures.
4. Review and critique leadership strategies and analyze the application of these strategies to specific circumstances.
5. Identify effective team building strategies and participate and lead groups in addressing specific issues and tasks.
6. Utilize effective negotiation techniques and develop skills in collaborative approaches to negotiation and conflict resolution.
7. Design organizational change strategies that display an understanding of the dynamic interplay among individuals, leadership and team behaviors, and the organization itself.
8. Acquire an understanding regarding the interrelatedness of an organization's structure and processes to the human, technical and environmental factors which influence the performance of organizations of differing size, participants, products/services, purposes and environments.
9. Demonstrate the ability to apply theoretical models to a specific organizational setting and interpret the implications for organizational performance and on the behavior of organizational members.
10. Demonstrate the ability to apply theoretical and diagnostic principles to the design and change of organizations, and to apply organizational analyses to specific organizational problems.

TEACHING METHODOLOGY

Theories, case studies, exercises, and applications are embedded within each week's class session. Class sessions have carefully been planned to offer a fast-paced learning environment that combines lecture, group discussion, and experiential exercises, and multi-media. To help create a true "learning community," this course is fully supported by a Canvas-based web site available which will facilitate online completion of assignments, dissemination of information, and networking among all course participants.

EXPECTATIONS OF THIS COURSE

Successfully meet the objectives stated through completion of the course work and participation in the course discussion both in class and online. This is a hybrid course, meaning that most of the course work will be conducted online. Expectations for performance in a hybrid/ online course are the same as for a traditional course; in fact, hybrid/online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:

- **Review the course syllabus** located in the course information area
- **Introduce yourself to the class** (and instructor) during the first week by posting a self-introduction in the appropriate discussion forum
- **Interact** online with instructor, peers, and group members.
- **Review** and follow the course calendar
- **Submit** assignments by the corresponding deadline

COURSE COMMUNICATION

Communication in this course will take place via **EMAIL** in the Canvas course room.

Messages are a private and secure text-based communication that occurs within a Course and among Course members. Users must log on to Canvas to send messages. The **EMAIL** function is located on the left side Course Menu under TOOLS. It is recommended that students check their messages via their UTT email address routinely to ensure up-to-date communication.

Please utilize the EMAIL function in Canvas for all private correspondence. A Discussion Area with the topic titled "Ask Dr. B - General Questions on Course" is available for questions that address course requirements, expectations and other topics of general interest to all students. For emergencies or non-course related issues utilize NMBorkowski@gmail.com. Please provide a subject identifying the content for virus protection. Emails without a subject are generally sent to spam and deleted without reading.

CLASS PERFORMANCE AND PARTICIPATION

The student will be graded not only on the quantity but also the quality of his or her online class participation. Example of participation evaluation criteria:

- **Outstanding contributor** -- Contributions represent exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished significantly.
- **Good contributor** -- Contributions represent thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Arguments, when offered, are generally well substantiated and are often persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished considerably.
- **Adequate contributor** -- Contributions represent satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights and but seldom offer direction for the class. Arguments, when offered, are fairly well substantiated and are sometimes persuasive. If this person were not a member of the class, the quality of the discussion would be diminished somewhat.
- **Unsatisfactory contributor** -- Contributions represent inadequate preparation. Ideas offered are seldom substantive; provide few, if any, insights and never a constructive direction for the class. Integrative arguments and effective comments are never presented. Class contributions are, at best, "cherry picking" efforts making isolated, obvious or confusing points. If this person were not a member of the class, valuable "air time" would be saved.

- **Non-participant** -- This person has said little or nothing in this class to date. Hence, there is no basis for evaluation. If this person were not a member of this class the quality of the discussions would be unchanged.

Critical Thinking: As a participant, you are expected to demonstrate the highest levels (i.e., levels 4, 5, & 6) of Bloom's Taxonomy of Learning, which are:

1. **Remembering/Knowledge:** Observe and recall information.
2. **Understanding/Comprehension:** Grasp meaning and translate to new context.
3. **Application:** Use information, methods, concepts, theories in new situations.
4. **Analysis:** See patterns and organization of parts and recognize hidden meanings.
5. **Evaluating/Synthesis:** Use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions
6. **Creating:** Compare and discriminate between ideas, assess value of theories, make choices based on reasoned argument and verify value of evidence.

If you are unfamiliar with Blooms Taxonomy, the following website is recommended:

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Weekly Online Discussions

Each week discussion(s) will be posted on Monday mornings and close on Sunday evenings that will reinforce weekly subject matter and build on new knowledge acquired in previous weeks.

Per the above general description of participation and performance, it is strongly recommended that students **log into Canvas every day** to assure full credit in this area and be an active participant. An active participant means that, at a minimum, the student:

1. Posts an initial thoughtful response and
 2. Discusses a minimum of two peers' responses.
- Items #1 and #2 need to be completed over a 3-day minimum time period.
 - Although Discussion Forum will be monitored by the instructor this is a student led activity.

Evaluation of participation is based on quality and timing of responses, not just quantity. The discussions should focus on the application and interpretation of the concepts and theories provided in the associated case studies, assignment, activity, etc. As such, the student will be evaluated on his/her responses to the specific question/information requested with the incorporation of relevant concepts from the text as well as the example and/or explanation provided, in addition to, your thoughtful responses in the continuing discussion with other students relating to the subject matter.

Example of online class participation evaluation criteria:

- **HIGH/ABOVE AVERAGE:** Student contributes on a regular basis to discussions and activities. Comments include information and ideas from the literature and from relevant personal experience. Posts critical questions that stimulate discussions and reflects thoughtful consideration of the readings.
- **AVERAGE:** Student contributes to many discussions and comments. Reflects own ideas although not always based on related literature or experiences.
- **BELOW AVERAGE:** Student contributes to some discussions and comments. Tends to reflect limited knowledge of the issues.
- **POOR:** Minimal contribution and participation in class activities and discussions.

General Guidelines for Canvas Discussion Postings:

1. Create your response as a Word document first and run spell check before cutting/pasting/uploading to the discussion site.
2. Keep postings to the point. Short paragraphs (250 words or less) are preferable to long ones. Comments should add to the general knowledge of the issue and should not be limited to agreement or disagreement with other students' postings.
3. Incorporate references from the readings or other scholarly references in your replies; base your discussion points on substance, not opinions.
4. Stick to the subject of a particular thread in the discussion.

If responding to another message, quote the passage you're responding to or briefly summarize the message. Do not copy the entire message to which you are responding, unless it is very short. Detail specifically why you agree or disagree. "I agree" statements that are unsupported will receive zero credit. In addition, discussions cannot be made up after the activity week has closed. **NOTE:** Please review the grading rubric for online discussions (in Canvas)

GRADING POLICY AND EVALUATION

Please note that all assignments are due as reflected in the course syllabus. The Forum and Drop-box areas on Canvas automatically close on the day and time indicated on the assignment. ***Late assignments and/or participation are not accepted.***

Production of Written Assignments: All assignments must be submitted using Microsoft Word and APA formatting to allow submission to the Canvas Drop box.

APA Style: All students must use the APA 6th edition (American Psychological Association) Writing Style in all required papers, online discussions, etc. Several useful links to this writing format are provided below. It is a requirement of this course that all papers are written using APA Style. The [APA website](#) can be an excellent reference for formatting your paper as well as the [Purdue Online Writing Lab](#) site.

Discussion Board Postings: Please see above description under Class Performance and Participation. **NOTE:** Evaluation of participation is based on quality and timing of responses, not just quantity. Your discussions should focus on the application and interpretation of the concepts and theories provided in the associated readings and posted discussion case/questions. As such, the student will be evaluated on his/her responses to the specific question/information requested with the incorporation of relevant concepts from the text as well as the example and/or explanation provided, in addition to, thoughtful responses in the continuing discussion with other students relating to the subject matter.

Organizational Analysis: Each student will provide a comprehensive analysis of his/her organizational unit. The criteria for grading will be the individual's ability to demonstrate: (1) critical thinking, (2) precision in stating the topics, (3) originality, and (4) breadth and depth of the subject matter. Guiding questions for preparing the Organizational Analysis will be provided in Canvas.

Group Project: Each student will be assigned a group that will write a case study with a supporting supplement document. The case study should be approximately 3-5 pages of content. The supporting supplement document will be approximately 5-10 pages. In grading the case study and supporting supplement document, the following considerations will apply:

- Does the group demonstrate understanding of the appropriate concepts and/or theories?
- Does the group tie the case study to learned concepts or theories?

The case will be submitted in three drafts/copies. The first draft will be a general description of the situation and characters. The second draft will be a more developed narrative of the situation and characters.

The final copy of the case study will be accompanied by a supporting supplement document, which includes the follows:

1. Summary of the case study
2. Learning objectives of the case study (2 to 5 objectives)
3. Discussion of theories and/or concepts reflected in the case study
4. Possible discussion questions for the case study
5. Possible answers to the discussion questions

Individual Simulation Project: Each student will participate in a simulation that challenges students to explore issues related to human judgment and decision making during a crisis. Additional information regarding the simulation project will be provided in class and posted on Canvas.

Individual Reflection Journal: Each student will prepare a “journal” discussing the group dynamics, team elements, conflicts and resolution, negotiation skills, etc. that were observed in the process of developing, coordinating and completing the group project. The Individual Reflection Journal will include peer evaluations, which will include the individual’s assessment of each your group member, including him/herself, using the criteria of cooperation and contribution (format for peer evaluation will be provided in Canvas).

GRADING: Grading for the course will be based on the following weighted factors:

Class Performance	25%	
Group Project	25%	(final draft only)
Simulation Project	10%	
Reflection Journal	10%	
Organizational Analysis	30%	

GRADING SCALE

Total Points	Letter Grade
90 - 100	A
80 - 89	B
70 - 79	C
69 and below	F

ATTENDANCE/MAKE UP POLICY

Pursuing a graduate education is optional; as such motivation to excel should come from within. The class will be designed to help those who help themselves. Class sessions will include lectures, classroom discussions and exercises, and group/individual role-playing and presentations. If a student is absent for whatever reason, it is his/her responsibility to follow up with other students regarding covered material. There are no “make-ups” for this class.

Students are expected to be **active** participants in the learning process. As such, students are expected to have read the assigned materials prior to class discussions. Attendance, preparation and participation in class and online discussions will be considered in evaluation of class performance.

COURSE SCHEDULE – Summer 2019

Week / Begin	Topics	Readings	Assignments
1 / May 20	Introductions Review Syllabus Review Course Content area	<ul style="list-style-type: none"> Chapter 1 Article: The Challenges are Organizational not just Clinical 	<ul style="list-style-type: none"> Self-introductions (online discussion forum)
2 / May 27	Overview of the micro and macro levels of an OB and OT	<ul style="list-style-type: none"> Chapters 2, 3, 19, and 20 	<ul style="list-style-type: none"> In-class Sessions: 6/1, 6/2 and 6/3: Lecture, case studies, role-playing, decision-making, and team building exercises
3 / June 34	Change Management Diversity, Perception and Personality Communication and Coordination	<ul style="list-style-type: none"> Chapters 4, 21, 22 and 23 	<ul style="list-style-type: none"> Group Project Draft #1 - Due 6/3 Organizational Analysis Topic – Due 6/3 Online Discussion Forum
4 / June 10	Resistance to Change and Change Management	<ul style="list-style-type: none"> Chapters 18 and 19 	<ul style="list-style-type: none"> Online Discussion Forum
5 / June 17	Motivation – Part 1 - Foundations	<ul style="list-style-type: none"> Chapters 5 and 6 	<ul style="list-style-type: none"> Online Discussion Forum Group Project Draft #2 - Due 6/23
6 / June 24	Motivation – Part 2 – Attribution Theory	<ul style="list-style-type: none"> Chapter 7 	<ul style="list-style-type: none"> Online Discussion Forum
7 / July 1	Leadership – Part 1 - Foundations	<ul style="list-style-type: none"> Chapters 8, 9 and 10 	<ul style="list-style-type: none"> Online Discussion Forum
8 / July 8	Leadership – Part 2 – New Models	<ul style="list-style-type: none"> Chapter 11 Assigned Articles 	<ul style="list-style-type: none"> Online Discussion Forum
9 / July 15	Stress and Stress Management	<ul style="list-style-type: none"> Chapter 12 	<ul style="list-style-type: none"> Online Discussion Forum Group Project - Due 7/21
10 / July 22	Conflict Management, Decision-making, and Negotiation	<ul style="list-style-type: none"> Chapter 13 and 14 	<ul style="list-style-type: none"> Online Discussion Forum
11 / July 29	Groups and Teams	<ul style="list-style-type: none"> Chapters 15, 16 and 17 	<ul style="list-style-type: none"> Organizational Analysis - Due 8/4
12/ August 5	Putting It All Together!	<ul style="list-style-type: none"> Reflection 	<ul style="list-style-type: none"> Log - Due 8/9

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the

Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered

test, test key, homework solution, or computer program;

- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)