

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Public Health Date: 06/30/09
 Department/Division offering course: Health Services Management

2. What type of change is being proposed? Major Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council. If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

3. Current Distance Learning (DL) status: N/A Already approved for DL[†] Please Add Please Drop
 If ADDING, check one of the methods below that reflects how the majority of the course content will be delivered.
 Internet/Web-based Interactive Video Extended Campus

[†]If already approved for DL, a new Distance Learning Form must be submitted with this form unless the department affirms (by checking this box) that the proposed course changes will not affect DL delivery.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6)

4. Current prefix & number: HA 642 Proposed prefix & number: HA 642

5. Current Title: Public Organization Theory and Behavior
 Proposed Title[†]: Public Organization Theory and Behavior

[†]If title is longer than 24 characters, offer a sensible title of 24 characters or less: Organization theory

6. Current number of credit hours: 3 Proposed number of credit hours: 3

7. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

8. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

9. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

CLINICAL COLLOQUIUM DISCUSSION LABORATORY 3 LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

Proposed:

CLINICAL COLLOQUIUM DISCUSSION LABORATORY 3 LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER - Please explain: _____

10. Requested effective date (term/year): Fall, 2009

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11. Supplementary teaching component: N/A Community-Based Experience Service Learning Both
Proposed supplementary teaching component: Community-Based Experience Service Learning Both

12. Cross-listing: N/A or PA 642 /
Current Prefix & Number printed name Current Cross-listing Department Chair signature
- a. *Proposed - REMOVE current cross-listing:* /
printed name Current Cross-listing Department Chair signature
- b. *Proposed - ADD cross-listing:* _____ /
Prefix & Number printed name Proposed Cross-listing Department Chair signature

13. Current prerequisites:
MHA program admission status
- Proposed prerequisites:*
same

14. Current Bulletin description:
A course which examines the interaction of external and internal resources and constraints upon the administrative decision processes in a number of public organizational settings. The objective is an understanding of the practice of administration in public organizations.
- Proposed Bulletin description:*
Same

15. What has prompted this change?
MHA program moved to College of Public Health

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
Previously offered jointly with MPA program, now to be offered jointly with MPH program.

17. Please list any other department that could be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus? YES NO
If YES[†], list below the programs that require this course:

[†]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

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19. Is this course currently included in the University Studies Program? Yes No

20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Julia F. Costich Phone: 7-6712 Email: julia.costich@uky.edu

22. Signatures to report approvals:

5/27/09	JULIA F. COSTICH	Julia F. Costich
DATE of Approval by Department Faculty	printed name	Reported by Department Chair signature

5/29/0	Stepha Wyatt	[Signature]
DATE of Approval by College Faculty	printed name	Reported by College Dean signature

*DATE of Approval by Undergraduate Council	/	/
	printed name	Reported by Undergraduate Council Chair signature

*DATE of Approval by Graduate Council	/	/
	printed name	Reported by Graduate Council Chair signature

*DATE of Approval by Health Care Colleges Council (HCCC)	/	/
	printed name	Reported by Health Care Colleges Council Chair signature

*DATE of Approval by Senate Council	/	
	Reported by Office of the Senate Council	

*DATE of Approval by the University Senate	/	
	Reported by the Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

UK Martin School of Public Policy and Administration
HA 642:401 Syllabus PUBLIC ORGANIZATION THEORY AND BEHAVIOR
CB 245; Tuesday 6:00 pm-8:30 pm
Fall 2008

Professor: Martha Cornwell Riddell, DrPH
Office: 417 Patterson Office Tower
Office Hours: Tuesday, 4:00 pm-5:30 pm & by Appointment
Office Phone: (859) 257-4522; 218-2012
Martin School Office Fax: (859) 323-1937
Martin School Office Phone: (859) 257-5741
Email: martha.riddell@uky.edu

Course Overview: This course explores the interaction of both external and internal resources and constraints on administrative decision making processes. The course focuses on the management challenges presented by organizations, particularly healthcare organizations. Special attention is given to understanding the practice of administration in organizations, the skills needed for effective management, and evolving management approaches (i.e. LEAN).

Course Objectives:

- Demonstrate basic knowledge of key organization behavior theories and concepts.
- Understand and analyze the different roles and challenges of management in organizations with a focus on healthcare organizations.
- Evaluate and demonstrate personal and professional insights regarding key managerial/administrative skills and professional competencies.
- Apply management skills important to success in organizations. Personal, interpersonal, and group skills will be emphasized.

Course Format:

This course is designed to help you develop knowledge, insights and skills necessary to manage organizations. To help you achieve the objectives of active learning and personal development, a significant portion of the class time will entail experiential exercises (role plays, group activities, cases, etc.) in addition to class presentations.

Curriculum Competencies:

This course includes information and learning activities to address the following curriculum competencies:

- Organization development/organization behavior theory and application
- Operations assessment and improvement
- Management of human resources and health professionals
- Leadership—visioning, change management and team development
- Written, verbal, and interpersonal communication skills
- Professional skills development

Leadership Competencies

Throughout this course, each of the six UK MHA leadership competencies will be addressed. These six competencies support the development of health care leaders who are:

- Interpersonally Effective
- System Thinkers
- Change Agents
- Organizational Stewards
- Technically Skilled
- Customer Focused

Text and Course Pack

- Whetten, David A. and Cameron, Kim S, "Developing Management Skills, 7th Edition, Prentice Hall, 2007. IBN-13: 9780131747425 (W&C) *This text should be brought to each class because we will use it in class. For those who might want to explore purchasing a SafariX on-line eTextbook, go to <http://www.safarix.com>*
- StrengthsQuest, (The Gallup Organization) This book can be purchased at bookstores in print, or an on-line version is available through Dr. Riddell for a discounted price of \$15.00. You will need the access code to complete the assignments.

Text (optional):

- Shortell, Stephen M. and Kaluzny, Arnold D. "Health Care Management, Organization Design and Behavior, 5th Edition, Thomson/Delmar, 2006. IBN: 1418001899 (S & K) This is a good resource book and will be referenced in class.

Supplemental Readings

- Other references, readings and resources may be assigned or distributed as the semester progresses. Refer to Tentative Course Schedule. Several articles may be available through the UK Library e-Journals.

Assessments and Assignments

- Whetten and Cameron (W&C) uses multiple self-assessments throughout the text. These assessments can be completed on-line through an access-code protected Web site. If you purchase a new book at the UK bookstore, the access code should be packaged with the text. However, if you purchase a used book, it is doubtful that a usable code will be included. You can complete the assessments on paper and turn them as indicated on the syllabus. (*see more on assessments under course requirements.*) It is recommended that you keep a copy of your completed assessments for use in writing the assignment "Individual Forward Plan."

Course Website

Handouts and PowerPoint slides will be available for download on the HA 642-401: Public Organization Theory and Behavior Blackboard web site: <http://myUK.uky.edu>. My goal is to have a topical outline available prior to class and the PowerPoints posted following class. I will post announcements from time to time, so please review the site prior to each class. You will not be able to log into Blackboard until you have created your active directory (AD) account and changed the initial password. To do so, please look at the instructions at <http://www.uky.edu/Blackboard/>.

Course Expectations and Policies

- The course requires extensive reading and class preparation as well as a very high level of participation in class. Due to the format of the course, the amount of learning you accomplish in this course is a direct function of your thorough preparation for each class and full participation. Students are expected to attend all classes and to have read course material ahead of time.
- Projects are due at the beginning of the class period. You must turn in all projects to pass the course. Projects that are turned in late will receive a 10% penalty.
- Make-up exams will be given only for university defined excused absences. Case-by-case pre-approved exceptions will be given for holidays.
- You are encouraged to conduct all official email correspondence for this course using your official UK email account. If you prefer to use a non-UK email address, please update your email address by visiting <http://www.uky.edu/Blackboard/email.php> and notify the instructor.
- Cheating, including plagiarism, will not be tolerated in this course. Consult the UK student handbook for what constitutes cheating. Serious cheating offenses may result in a failing grade for the course or expulsion from the University. You can find the UK Statement of Student Rights and Responsibilities at <http://www.uky.edu/StudentAffairs/Code/>.

- Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2, Alumni Gym, jkarnes@email.uky.edu.
- The instructor reserves the right to change this syllabus at any time.
- Final grades will be assigned as follows:
 - 100-90.0%=A
 - 89.9-80.0%=B
 - 79.9-79.0%=C
 - below 69.9%=E

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-5684.

Course Requirements

Exam 1	20%
Exam 2	20%
Assignments & Assessments	10%
Project 1 Team Project	10%
Project 2 Team Paper/Presentation	20%
Case Analysis	10%
Project 3 Individual "Forward Plan"	10%

Exams: There will be two exams during the semester. Material covered on the exams includes readings, assignments, videos and all that we do in class. The exams will generally be closed book, closed-note exams with a variety of question formats. (i.e. short answer, multiple choice, essay, etc.).

Assignments & Assessments: Several assignments and assessments are required throughout the course, and are listed in the tentative course schedule. These will be completed before (online) or turned in at the first of class, but the assignments and assessments generally will not be graded. Failure to turn these assignments in on time (i.e. at the beginning of the class for which they are due) will result in loss of assignment points.

The assessments and assignments are an important part of learning in this course. These provide personalized feedback to guide your skill development. Information on an aggregate basis also guides my ability to tailor information and activities based on the class needs.

Case Analysis: There will be one case analysis based on the case "Virginia Mason Medical Center". More information regarding this analysis will be shared in class.

Project Descriptions: More detailed descriptions for each project will be discussed—students are encouraged to discuss projects with instructor.

- Team Projects: Working in teams is an important management skill. Teams will be selected during the first class and remain throughout the semester. There will be two team projects during the semester. These offer a chance to practice presentation skills as well as teamwork.
 - Each group will complete a 10 minute PowerPoint presentation on a subject related to interpersonal skill development (W&C chapters 4-7) Groups will sign up for topics during the third class session. The group presentation will be held during the first session in which the skill topic is discussed. The presentation should be developed as a training program for managers and address a problem/topic based on the chapter. The presentation will be worth 10% of the course grade and will be evaluated on: (1) Is the

presentation effective and interesting? (2) Is the issue addressed adequately? (3) Does the topic illustrate a key concept from the book? (4) Did the presentation include an interactive component? (i.e. role play, mini-case study, survey, audiovisual materials, etc.) Topics preferably will illustrate a problem related to health care organization management and a one-page description of the topic will be submitted to the instructor at least one week prior to presentation. More information will be shared prior to the project.

- Each group will develop a case presentation approximately 15 minutes in length (followed by a question and answer session). The group assumes the role of a consulting firm called in to solve a specific problem in a healthcare organization. To arrive at a realistic problem, each group member should interview one manager each, discussing problems and possible solutions. (You can draw from the interview "What is an Effective Manager?") Groups should also use descriptions of current management practices from journals. All projects must be approved by the instructor prior to being started. More information will be shared in class. This project is worth 20% of the course grade.

- Individual Forward Plan: An Assessment of Professional and Managerial Skills, and Areas for Growth:*

Each student will submit by 12/16/08 a short (max 600 words (3 pages), double-spaced, 12 pt font), personal assessment/reflection and forward-looking plan regarding the development you want to achieve in the areas of professional and managerial skills. You can do this while thinking of how your internship next summer could meet some of these development goals, if applicable. Drawing on the various skills and strengths assessments is expected. This assignment is worth 10% of the course grade.

*Credit to John E. Paul, PhD, HPAA 730 Syllabus, Fall 2006, UNC School of Public Health

Discussion Contribution:

The success of this course depends on how well you and your fellow students prepare for each class session. Do not always expect long lectures from me. The learning experience relies on your contributing to the discussion. I expect you to come to class fully prepared to share your view in the classroom discussions, whether voluntarily or when called upon.

The quality of your participation is important and adds value to the class. Be prepared to present your ideas clearly and support them with logical, relevant information. Be prepared to listen respectfully to your classmates, guest speakers, and myself. Treat prior comments in a respectful, constructive manner. In many ways, we become an "organization" for the semester, and our goal is to be a dynamic, learning organization.

Due to the size of the class, we will work in groups to assist with discussions of skill assessments, cases, and complete the group, or "team" project and presentation. These groups will remain throughout the semester, providing "real-world" learning in working as a team. Members will assess each other's contributions, so it is important to participate actively and professionally with the group activities.

Note: When completing the assessments from W&C on-line, log in to the course ID: XBJDBVQ. The section number is 001 but you may not need this number. This will allow me to view an AGGREGATE report for our class. I understand that I will not be able to see individual student reports on-line, but if you would like to share and discuss these with me, please let me know. Assessments can be helpful in prioritizing areas where you have specific strengths or where you may want to gain more experience and competency. As you can see, there are lots of various assessments and each has its own strengths and limitations. I have not assigned all of the assessments that are included in W&C, so please read the assignments carefully.

Tentative Course Schedule:

Date	Subject	Assignments/Activities
9/2	Course Introduction	<p><i>In-Class Activities:</i></p> <p>(a) Information card (b) Syllabus (c) Teams (d) Course and Teaching Overview</p> <p><i>Assignments for Next Class:</i></p> <p>(a) Read "Escape Fire. Lessons for the Future of Healthcare." Berwick, Donald M. at http://www.cmwf.org/usr_doc/berwick_escapefire_563.pdf</p> <p>(b) Read "Why Hard Nosed Executives Should Care About Management Theory", Christensen, Clayton M., and Raynor, Michael E., <i>Harvard Business Review</i>. Sept. 2003, pp. 67-74. (available through eJournals at UK library)</p> <p>(c) Read Intro., p. 3-23. W&C</p> <p>(d) Complete Personal Assessment of Management Skills (PAMS), self-assessment only, pp. 24-28, W&C. (<i>See instructions above for online access</i>). Bring to class.</p>
9/9	Historical Perspective of Organization Theory & Management Matters	<p><i>In-Class Activities:</i></p> <p>(a) Present Historical Perspectives of Organization Theory (b) Discuss health care organizations (c) Discuss assigned readings and assessment. Collect PAMS. (d) Obtain StrengthsQuest Online Code</p> <p><i>Assignments for next class:</i></p> <p>(a) Read Ch. 1 (pp. 58-87), W&C</p> <p>(b) Complete Myers-Briggs or complete Keirsey Temperament Sorter II assessment tool. (<i>specific assessment determined by 9/9</i>) (http://keirsey.com/ Click on the "About the KTS II link in the gray bar towards the top of the page and then the "Take the KTS II" link from the drop down table. Also be sure and click "no" when asked of you are a professional. Print out the free report and bring the report to class.</p> <p>(c) Complete StrengthsQuest inventory and bring to class.</p> <p>(d) Complete Emotional Intelligence Assessment p. 47-8.</p> <p>(e) Complete the Stress Management Assessment on p. 110-111. Select & complete one of the remaining diagnostic surveys for managing stress (pp. 111-115, W&C).</p> <p><i>Assignment for two weeks:</i></p> <p>Complete "What Does It Take to Be an Effective Manager?" p. 28-29, W&C. Interview at least one manager, type his/her answers and turn in. (due 9/23) Your alumni mentor would be a great person to interview.</p>
9/16	Part 1, Personal Skills Developing Self-Awareness	<p><i>In-Class Activities:</i></p> <p>(a) Discuss Myers/Briggs or Keirsey Temperament II reports.</p> <p>(b) Discuss StrengthsQuest inventory.</p> <p>(c) Discuss assigned reading & exercises, collect assessments. (d) Determine topic of Team Project 1</p>

		<p><i>Assignments for next class:</i></p> <p>(a) Read pp. 116-150, W&C</p> <p>(b) Be prepared to discuss "the Case of the Missing Time" pp.154-158, W&C</p> <p>(c) Complete the Problem Solving, Creativity and Innovation survey (pp. 172-173) for creative problem solving and "How Creative Are You(pp. 172-175,W &C)</p>
9/23	Part 1: Personal Skills: Managing Personal Stress	<p><i>In-Class Activities:</i></p> <p>(a) Collect your diagnostic surveys for problem solving.</p> <p>(b) Discuss assigned readings and exercises. Collect Assessments.</p> <p>(c) Guest Speaker: <i>Betty Spohn, Behavioral Medicine Network</i></p> <p><i>Assignments for next class:</i></p> <p>(a) Read Ch 3 (pp178-213,W&C) This chapter may take longer to read.</p> <p>(b) Complete the diagnostic surveys for supportive communication (pp. 238-241, W&C) and turn in</p> <p>(c) Be prepared to discuss "Keith Dunn and McGuffey's Restaurant", pp. 222-225, W&C</p>
9/30	Part 1: Personal Skills Solving Problems	<p><i>In-Class Activities:</i></p> <p>(a) Collect diagnostic surveys for supportive communication .(b) Discuss assigned readings & exercises</p> <p>(c) Exam review.</p> <p><i>Assignments for next class:</i> prepare for exam</p>
10/7	Exam 1	<p><i>First half of class:</i> Exam</p> <p><i>Second half of class:</i> Work Time for Team Project</p> <p><i>Assignments for next class:</i></p> <p>(a) Read Ch. 4, pp.242-269,W&C</p> <p>(b) Complete diagnostic surveys for gaining power and influence (pp. 284-286, W&C) and turn in</p> <p>(c) Read "What Great Managers Do", Marcus Buckingham, <i>Harvard Business Review</i>, March 2005, pp. 70-79.</p>
10/14	Part 2 Interpersonal Skills Coaching, Counseling & Supportive Communication	<p><i>In-Class Activities:</i></p> <p>(a) Collect diagnostic surveys for gaining power & influence</p> <p>(b) Discuss assigned readings and exercises</p> <p>(c) Group presentation(s)</p> <p><i>Assignments for next class:</i></p> <p>(a) Read Ch. 5, pp. 287-313, W&C</p> <p>(b) Complete diagnostic surveys for motivating others (pp. pp. 328-329) and turn in</p>
10/21	Part 2 Interpersonal Skills Gaining Power and Influence	<p><i>In-Class Activities:</i></p> <p>(a) Collect diagnostic surveys for motivating others</p> <p>(b) Discuss the readings.</p> <p>(c) Group Presentation (s)</p> <p><i>Assignments for next class:</i></p> <p>(a) Complete diagnostic surveys for managing conflict (pp. 378-379) and turn in</p> <p>(b) Read Ch. 6, pp.330-357, W&C</p>

10/28	Part 2 Interpersonal Skills: Motivating Others	<i>In-Class Activities:</i> (a) Collect diagnostic surveys for managing conflict (b) Discuss the readings (c) Guest Speaker: Michael Hoseus, Executive Director, Center for Quality People and Organizations and co-author, <u>Toyota Culture</u> (d) Group Presentation (s) <i>Assignments for next class:</i> (a) Complete diagnostic surveys for empowering and delegating (pp. 444-446, W&C) and turn in for credit (b) Read Ch. 7, pp 380-408, W&C (c) Be prepared to discuss the "SSS Software Case, (pp. 414-422, W&C)
11/4	Academic Holiday	Presidential Election
(This section will be redistributed following 9/2 discussion)	Part 2: Interpersonal Skills Managing Conflict	<i>In-Class Activities:</i> (a) Collect diagnostic surveys for empowering and delegating (pp. 444-446). (b) Discuss the readings & the case (c) Exercises for selecting an appropriate conflict management strategy (d) Group Presentation(s) No assignment for next class; prepare for exam
11/11	Exam 2	No other in-class activities Time available for groups <i>Assignments for next class:</i> (a) Complete diagnostic surveys for building effective teams (pp. 494-496, W&C) and turn in for credit (b) Read Ch. 8, pp. 447-477, W&C (c) Be prepared to discuss the "Minding the Store" case (pp. 478-479, W&C) (d) Complete diagnostic surveys for leading positive change (pp.538-9, W&C) (e) Read Ch. 10, pp. 542-571, W&C)
11/18	Part 3: Group Skills Empowering and Delegating Leading Positive Change	<i>In-Class Activities:</i> (a) Collect diagnostic surveys for building effective teams and leading positive change (b) Discuss the readings <i>Assignments for next class:</i> (a) Complete case analysis on "Virginia Mason Medical Center" case (b) Complete diagnostic surveys for building effective teams (pp. 494-496, W&C) and turn in for credit
11/25	LEAN Management in Healthcare	<i>In-Class Activities:</i> (a) Turn in Case Analysis of "Virginia Mason Medical Center & collect diagnostic surveys (b) Guest Speaker: Jeff Norton, Co-Director, Center for Enterprise Quality and Patient Safety, UK <i>Assignment for next class:</i> (a) Read Ch. 9, pp. 497-522, W&C

12/2	Part 3: Group Skills Managing Teams	<i>In-Class Activities:</i> (a) Discuss the readings (b) Discuss Final Project; Forward Plan (c) Course Evaluation Assignments for next class: (a) Group Presentations
12/9	Part 3 Group Presentations	<i>In-Class Activities:</i> (a) Group Presentations (b) Evaluation of Presentations
12/16	Forward Plan	Due by 6:00 p. m.