



course, students will be able to:

1. Identify the essential functions of human resources management (HRM) in health care administration (A1; D13).
2. Discuss how the essential functions of human resources relate to each other and to the broader business strategy in health services organizations (C2; C4).
3. Evaluate and summarize the roles and responsibilities of HR professionals and organizational leaders in HRM (B1; B2; D2, D3).
4. Discuss the legal and regulatory environment of human resources management (A2; D9).
5. Recommend HRM methods and techniques related to the management of healthcare employees and professional staff (B1, D2).

**Level of Competency Attainment in EMHA Courses:**

**Basic Competence:** The student is able to demonstrate overall general knowledge and basic skills in regards to the competency. They are able to describe and comprehend the basic principles, content, and/or history related to this competency.

**Intermediate Competence:** Building on their knowledge of the concepts from under-graduate education and professional experiences, the student can apply their advanced knowledge base of the competency through discussions, assignments, group projects, case studies and class presentations.

**Advanced Competence:** Through synthesis and application, the student should be able to integrate knowledge and skills into a wide variety of situations, consistently and

the point of being able to teach others about the competency learned. In this capacity, students can expect group projects, case studies, and real-world projects such as team projects to address challenges within their workplace or within the community.

Course Objective	Competency	Level*	Teaching Method	Assessment Method
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1. Identify the essential functions

**Grades:**

Grades are determined as follows.

Total points available = 600

A = 100% - 90% (540 - 600 points)

B = 89% - 80% (480 - 539 points)

C or Below = 79% - 70% (479 points or less)

- or

extra research if it will assist your response. Make sure to cite and reference your responses in the discussion questions.

*Response Post to Peers:*

- \* Do the response posts add new ideas to the discussion and/or offer a critical review? Participation:
- \* Does the student appear to be engaged with peers in the discussion throughout the week?
- \* Does the student post at the last minute of the deadline (which doesn't allow peers much opportunity to provide feedback)?
- \* Does the student demonstrate quality by concise presentation of ideas and critical analysis?

*Deadline for Posts:*

Please respond to the posted discussion questions by the deadline. You will have one day after the deadline to post responses to a fellow student's post(s). As a courtesy to your fellow students, please do not wait until the last minute to post in order to give everyone time to respond.

*Assignments:*

Assignments will be posted in the Learning Modules with instructions. There are three (2) assignments worth a total of **150 points**. You are expected to provide a comprehensive analysis of your work. Your work will be graded based on accuracy in completing the assignment, ability to incorporate terms and concepts introduced in the learning modules and demonstrated critical thinking skills. Detailed instructions will be provided in the Learning Modules. Assignments will be submitted either through the Assignments section of WebCampus or posted in the Discussions section. Make sure to follow the instructions provided. The assignments are as follows:

1. Week 4 Recruitment and Selection Assignment (100 points)
2. Week 6 Reaction Paper (50) points

*Cardiovascular Case Study and Critique:*

The case study is worth **100 points**. The case analysis critique is worth 50 points. You will be randomly assigned to a group to analyze and present your case study findings and HRM recommendations to the

**Additional Grading Considerations:**

*Missed Assignments:*

**LATE AND MISSED ASSIGNMENTS WILL NOT BE ACCEPTED**

**AND WILL RECEIVE A ZERO SCORE.** Under certain circumstances, you may request to submit an assignment after the deadline (refer to UNLV policies below). If you believe you cannot meet the submission deadline for an assignment, you must contact the professor at least **24 hours IN ADVANCE of the assignment due date** to make arrangements for submission. You may be required to provide documentation to validate your request.

**Examples of documentation required** for missed assignments are as follows. This list is not inclusive; additional documentation may be required for other circumstances.

Death of immediate family member - death certificate of family member as defined per the Nevada Administrative Code NAC 284.5235 "Immediate family" means: parents, spouse, children, brothers, sisters, grandparents, great-grandparents, uncles, aunts, nephews, grandchildren, nieces, great-grandchildren, and stepparents.

Medical - appropriate medical documentation on professional letterhead with dates of medical care

Military orders- change of duty station pursuant to military orders



DUE DATES	ASSIGNMENT TOPICS
09/27/21	<p><b>Week 1 Strategic Human Resources Management in Health Care</b></p> <p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>○ Textbook: Chapters 1, 3, 14 and Lecture Notes</li> </ul> <p>Pathak, A. (2021) <a href="#">How HR Challenges are Shaping the Healthcare Industry</a>. <i>HR Daily Advisor</i>.</p> <p>Schneider, A. M., Oppel, E. M., &amp; Winter, V. (2019). <a href="#">Explaining How environmental and organizational factors matter</a>. <i>Health Care Management Review</i>.</p> <p>Oppel, E. M., Winter, V., &amp; Schreyögg, J. (2019). <a href="#">Examining the relation work attitudes: an analysis across occupational groups in public and private hospitals</a>. <i>The International Journal of Human Resource Management</i>, 30(5), 794-814.</p> <p>Boon, C., Eckardt, R., Lepak, D. P., &amp; Boselie, P. (2018). <a href="#">Integrating strategic human capital and strategic human resource management</a>. <i>The International Journal of Human Resource Management</i>, 29(1), 34-67.</p> <p>Robbie Welan (2021, August 29). <a href="#">High Pay for Covid-19 Nurses Leads to Shortages at Some Hospitals</a>  Wall Street Journal</p> <p>Assigned Video:</p> <p>TEDx Talks. (2014, September 8). <a href="#">Putting the human back into human resources</a>   Mary Schaefer   TEDxWilmington.</p> <p>Ivy Panda. (2019, September 22). <a href="#">Role of Human Resources Management in Healthcare Industry</a>   Free Essay Sample.</p>
10/3/21	Discussion Question #1: Introduction (50 points)
10/3/21	Discussion Question #2: Strategic Human Resources Management in a Pandemic (50 points)
10/4/21	Student Response Posts DUE

10/4/21

## Week 2 Organizational Development

### Assigned Reading:

- Textbook: Chapters 4, 5 and Lecture Notes

Rubino, L. (2016). *Leadership (Chapter 2): Leadership Theory Application and Skill Development* (5th ed.)

Cass, M. (2016). [Negligent Credentialing: Will Our Systems Save Us From Ourselves? \(Links to an external site.\)](#) *Journal of Radiology Nursing*, 35(4), 300- 304.

Weech-Maldonado, R., Dreachslin, J. L., Epané, J. P., Gail, J., Gupta, S., & Wainio, J. A. (2018). [Hospital cultural competency as a systematic organizational intervention: Key findings from the national center for healthcare leadership diversity demonstration project \(Links to an external site.\)](#). *Health care management Review*, 43(1), 30-41.

Review the DHHS Think Cultural Health [website](#).

[Cultural and Linguistically Appropriate Standards](#) (CLAS).

Lee, C. C., Quattropani, J., Seo, D., & Lim, H. S. (2021). [The moderating effects of employee generation on workplace retention during the COVID-19 pandemic. QRBD](#), 41.

Barron, et al. (2021, June 24). [How to Measure the Value of Virtual Healthcare](#)

### Assigned Videos:

Kathymatzka. (2011, September 22). [Understanding negligence in credentialing](#)

Pratian Tech. (2016, June 14). [Credentialing Training Topic 1](#)

IHI Open School. (2014, May 2). [How can you become a leader in healthcare.](#)

Institute for Healthcare Improvement. (2018, June 27). [How to increase the diversity of healthcare leadership](#)

GreggU. (2018, June 24). [HR Basics: Human Resources Metrics](#)







10/25/21	<p><b>Week 5 Employee and Labor Relations</b></p> <p>Assigned Reading:</p> <ul style="list-style-type: none"> <li>○ Textbook Chapters 2, 9, 12 and Lecture Notes</li> </ul> <p>Rothstein, M. A., Parmet, W. E., &amp; Reiss, D. R. (2021). <a href="#">Employer-Mandated Vaccination for COVID-19</a>. <i>American Journal of Public Health</i> 111, 1061-1064.</p> <p>Ko M, Dorri A. (2019). <a href="#">Primary care clinician and clinic director experiences of professional bias, harassment, and discrimination in an underserved agricultural region of California</a>. <i>JAMA Netw Open</i>. 2(10)</p> <p>Bacal, R. (n.d.). <a href="#">Ten Stupid Things Managers Do to Screw Up Performance Appraisals</a>.</p> <p>Cogin, J. A., Ng, J. L., &amp; Lee, I. (2016). <a href="#">Controlling healthcare professionals: how human resource management influences job attitudes and operational efficiency</a>. <i>Human resources for health</i>, 14(1), 55.</p> <p>McKersie, R. B., Eaton, S. C., &amp; Kochan, T. A. (2004). <a href="#">Kaiser Permanente: Using Interest Based Negotiations to Craft a New Collective Bargaining Agreement</a>. <i>Negotiation Journal</i>, 20(1), 13-35.</p> <p>Assigned Videos:</p> <p>Dr. Brian K. Miller. (2016, July 3). <a href="#">Seminar in HRM: Employee Rights and Discipline</a></p> <p>TED. (2009, August 25). <a href="#">The Puzzle of Motivation  Dan Pink</a></p> <p>Gregg Learning. (2016, August 12). <a href="#">Employee and Labor Relations</a></p>
10/31/21	Cardiology Case Study Presentation (100 points)
11/1/21	Cardiology Case Critiques (50 points)

