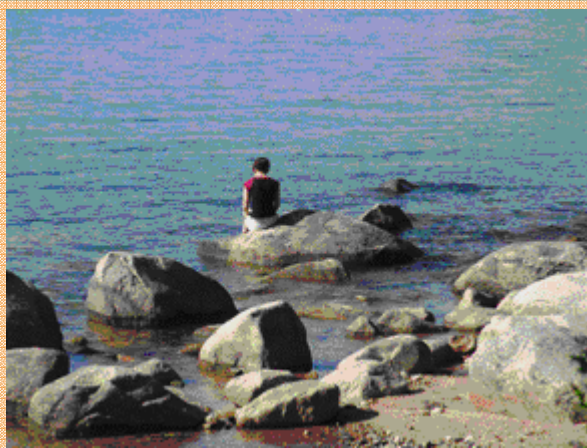


SUMMER SESSION SYLLABUS

Hybrid Course

HA 615H: Human Resource

C5: 2009



Saint Joseph's College of Maine

**DIVISION OF GRADUATE &
PROFESSIONAL STUDIES**

278 Whites Bridge Road
Standish, Maine 04084-5263
1-(800)-752-4723
1-(207)-892-7841

www.sjcme.edu/gps/summerprograms.htm

Welcome to:

HA 615H Human Resource Management (hybrid)

Summer Session 1

Course Start Date: May 18th

Online Dates: May 18th -June 20th

On Campus Dates:
June 22nd -26th

Course End Date: June 26th

COURSE DESCRIPTION

This course addresses the management of personnel in health care organizations, including organizational structure, staffing, unionism, worker productivity, and performance evaluation. Managerial tools used in

recruitment, personnel supervision, organizational control, and leadership are reviewed. Case studies are used to engage the student in the practical application of theories and practices of personnel management, quality of work life, workforce, planning, management development, and compensation systems.

IMPORTANT RESOURCES

If you have any questions regarding your course materials, please contact your academic advisor (1-800-343-5498) and/or our book vendor EdMap. You can reach EdMap by phone or email:

1-(800)-274-9104

<http://www.shop-edmap.biz/sjs/>

All Saint Joseph's College students must have a library card for the Wellehan Library prior to arriving on campus. To obtain your card, if you do not already have one, please call the library or visit their Website:

1-(800) 343-5498 ext. 7725

<http://www.sjcme.edu/library/index.htm>

REQUIRED RESOURCES AND MATERIALS

APA is required – please refer to Guidelines for Written Assignments at the end of the Study Guide.

Text:

Flynn, W.J., Mathis, R.L., Jackson, J.H. & Langan, P.J. (2007). *Healthcare Human Resource Management* (2nd Edition). Thomson South-Western. ISBN: 0-324-31704-2

Your Instructor



Name: John Lemire, MBA SPHR

Email: jlemire@sjcme.edu

Phone: Home (207) 247-8208

Cell (207) 831-6080

Hi and welcome to HA 615H – Human Resource Management (hybrid) My name is John Lemire (John is fine).

How I ‘teach’ -

My teaching style is as a ‘facilitator of learning’. By this I mean that I devoutly believe in taking the textbook theories and principles and applying them to real-life applications. In other words, ‘here’s the theory and here’s how it really works’. My ‘classroom’ style is ‘learning intensive’ not ‘grade intensive’; which means everyone starts off with an ‘A’ and maintains that grade by

participating and making a substantial contribution to this course, to their own desire for learning and working to their full potential on all assignments. My style is also to ‘not lecture’ but rather create an environment or ‘forum’ in which we will share our knowledge and insights to help each other take new information and re-discover old information from this course and bring it back to our workplace organizations.

I have been ‘labeled’ by some, as a professional mind stretcher and this describes what I like best – stretching your mind just a bit further than you thought it could be, getting you to look at a problem or situation from a different angle and learning how to add value from your education to your personal and professional life.

Where to find me –

Where and how I can be reached - Basically I really am a 24/7 individual; and this comes from being exempt, salaried management for a long time. But actually finding me at any given time will be the tricky part.

The best thing you can do is to try to reach me at home anytime you need to. If I’m not there, leave a message and I can pretty much guarantee I’ll reply within a matter of hours. My home telephone is (207) 247-8208. I am on the East Coast so I’m in the EST time zone.

I do check my home answering machine frequently. It is the preference of the College that all communication be through their Outlook Web Access and my address there is jlemire@sjcme.edu. I routinely check OWA at least four times each day, every day.

With my best regards and looking forward to a shared learning experience,

Student Resources



COURSE POLICIES AND PROCEDURES

Current information regarding College policies affecting your course can be found in the Resources/Policy section of the ANGEL course homepage.

On this page, you will find vital information, including the following:

- Current Student Handbook, outlining course-specific policies
 - *Includes grading rubric*
- Access to support resources, including advising and online tutorial services
- Student Success Guides

SUBMITTING ASSIGNMENTS

Instructions on how to submit your assignment to your instructor can be found on your ANGEL course site.

Course Overview



COURSE INTRODUCTION

The last fifty years have been a period of dynamic growth, evolution and change in the roles of both health care and human resource management. This course will explore and examine those changes from the perspective of understanding and developing human 'capital' in achieving the goals and objectives of health care organizations.

COURSE OBJECTIVES

Upon completion of this course, the student should be able to gain an understanding of

- The nature and challenges of health care
- Health care HR competencies, structures and quality standards
- Strategic HR management
- Legal issues affecting the health care workplace
- Job design and analysis
- Health care recruitment and selection
- Health care compensation practices
- Organizational relations and employee retention
- Training and development
- Performance management
- Labor relations
- Safety, health and security

COURSE FORMAT

This is an accelerated five week online course with an additional week in the classroom, providing the opportunity to continue the online dialogue in a group setting. You will acquire the skills outlined in the course objectives through the following:

- Readings from the textbook and required readings, which may include case studies.
- Lecture notes
- Active dialogue with your instructor and fellow learners via the course bulletin board
- Active dialogue and discussion in person with your instructor and classmates.
- **Class Participation:** You are expected to participate in the online dialogue **at minimum three times (days) per week per discussion question**, preferably on non-consecutive days.

The course will begin with

- five online weeks/workshops from Monday, May 18th through Saturday, June 20th
- one week 'in class' (on campus) from Monday, June 22nd through Friday, June 26th

COURSE GUIDELINES – See Online Activity Guide posted in ANGEL and Guidelines for Written Assignment found at the end of this Study Guide.

EVALUATION

Online class participation	40%
In class attendance & participation	20%
Final Project	40%

PLEASE NOTE: If life gets in the way of your online classroom responsibilities, you must notify your instructor as soon as you are aware that events may occur that may inhibit you from participating at the required level.

Class Schedule

Lesson 1 - Week 1 ONLINE (05/18/09 - 05/24/09)	Topic: Understanding the role of HR	Assignments
Objectives: To obtain an understanding of depth and scope of HR's responsibilities and expectations in an organization	Text reading assignment – Chapters 1, 2 & 3	Online discussion questions: See ANGEL discussion board
Lesson 2 - Week 2 ONLINE (05/25/09 - 05/31/09)	Topic: Legal aspects of HR	Assignments
Objectives: To obtain an understanding of the legal ramifications of HR in an organization	Text reading assignment – Chapters 4	Online discussion questions See ANGEL discussion board
Lesson 3 - Week 3 ONLINE (06/01/09 - 06/07/09)	Topic: Employee Relations	Assignments
Objectives: To obtain an understanding of the broad and general spectrum of employee relations within an organization	Text reading assignment – Chapters 5, 6, 8, & 9	Online discussion questions See ANGEL discussion board
Lesson 4 - Week 4 ONLINE (06/08/09 - 06/14/09)	Topic: Labor Relations, Health & Safety	Assignments
Objectives: To obtain an understanding of labor relations and health & safety within an organization	Text reading assignment – Chapters 11 & 14	Online discussion questions See ANGEL discussion board

Lesson 5 - Week 5 ONLINE (06/15/09 – 06/20/09)	Topic: Wrapping up!	Assignments
Objectives: To facilitate a feedback process to determine the scope of information obtain and retained		Online discussion questions See ANGEL discussion board
ON CAMPUS		
Lesson 6 - Week 6 In class		
Day 1 - Monday, June 22nd		
Objectives: To expand on the related objective (above) by providing further discussion and practical applications	Integrating the HR strategic plan to support the organizational mission, vision, strategic plan and operating business plan	Participate in class discussion and activities
Day 2 - Tuesday, June 23rd		
Objectives: To expand on the related objective (above) by providing further discussion and practical applications	Legal issues	Participate in class discussion and activities
Day 3 - Wednesday, June 24th		
Objectives: To expand on the related objective (above) by providing further discussion and practical applications	Employee relations – recruitment & retention, compensation & benefits based on internal and external alignment and employee development – Part 1	Participate in class discussion and activities

Day 4 - Thursday, June 25th		
Objectives: To expand on the related objective (above) by providing further discussion and practical applications	employee relations – recruitment & retention, compensation & benefits based on internal and external alignment and employee development – Part 2	Participate in class discussion and activities
Day 5 - Friday, June 26th		
Objectives: To expand on the related objective (above) by providing further discussion and practical applications	dealing with labor relations; health & safety	Participate in class discussion and activities

Final Project

FINAL PROJECT:

In a written narrative, using APA formatting (see information in Guidelines for Writing Assignments):

1. Create a health care organization that has no less than 150 employees. This can be any one of the following:

- Large clinic or HMO
- Small to medium-size hospital
- Short term rehabilitation & therapy
- Health spa
- Long term care or assisted living

2. You may use your own organization if it comes close to meeting the desired size.

3. Create a mission/vision for this organization (or use your own if it has one).

4. Develop a detailed (by position title) organization chart (by position and not by individual employee's names if using your organization – i.e., you may have a box for LPS's and indicate that your organization has 10 of them, but you would not include their names).

5. Describe the recruitment strategy for filling ALL positions within the organization'

6. Describe the Total Compensation Program – including compensation strategy and menu of benefits.

7. Describe the employee training & development program (even if it's informal).

The Final Project is your final assessment, there is no final examination.

The Online Learning Environment



This impartial forum encourages critical thinking and demands the respect of the opinions and expressions of all participants as we move through the learning process.

“Transcendence takes us from possibility to structure, from uncertainty to choice, from disorder to a new order ...” (T. Stone)

Instructor’s Role in Online Discussion

It is important that you know what the instructor’s role and intentions are, relative to your participation in the online discussion in this course.

When you post, you are not posting to the course instructor: you are posting to your classmates. This is your classroom and your exchange of information and real-life examples/experiences facilitate learning.

The instructor’s role is to facilitate this exchange. In facilitating, the instructor will not and cannot respond to everyone’s posting. That is really not the point. Typically, instructors respond to a posting that he or she feels will help him/her to highlight a point or to guide the dialogue in a certain direction. If your post is not chosen as the one the instructor responds to, please do not feel slighted. The instructor will not respond to each and every posting – regardless of how clearly insightful they may be.

Your instructor will, however, provide feedback to each of you with weekly feedback shortly after the end of each week. For more information, look at the Participation Grading Rubric on the course home page.

Online Discussion: What Is Expected of You

1. Class participation using the course discussion board is an essential learning activity and a required component of this course.
2. If life gets in the way of your course, then you must notify your instructor as soon as possible. Your instructor is here to help you learn as much as you can; he/she needs to know what is happening in order to facilitate your learning.
3. You are required to substantively contribute to the ongoing discussion. Substantive postings are thoughtful and add value to the discussion by offering your critical and

creative thoughts and by building upon the thoughts and comments of others.

4. All postings in response to discussion questions should be on point, concise, and succinct.
5. The purpose of engaging in discussion is to extend your learning and to deepen your understanding of concepts presented in the course. The expectation is **not** to have everyone repeat what was read in the week's readings but to share ideas, perspectives, experiences, and understanding; always trying to go beyond what we (currently) know.

Online Activity –

There are some simple and very basic ground rules for making the online classroom activity, in ANGEL, work smoothly.

For this 'hybrid' course, you must participate in all discussion questions on three separate days each week. This means either answering part of the discussion question or commenting on someone else's answer or replying to an inquiry about yours.

You may do this in two ways.

There is a process called 'threading'. What this means is that if you open a posting in the Group Discussions newsgroup, and you reply to it, your reply is now threaded to that original posting.

However, if you open some other student's reply to that original posting and you then reply to that student's reply, your posting is now threaded to the thread.

It's actually very simple – you will either be replying to the original posting or to another thread under that posting.

The benefit of this is that it keeps conversations directly connected.

So you might reply to a student's message and they, in turn, or even another student may reply to your message and it keeps them all connected or 'threaded' together.

By the same token, if you have an original thought about the discussion question, if you reply directly to it, you start another new thread for possible discussion or replies to your posting.

Again, to receive 'attendance & participation' credit for that week, you must post a substantial discussion to each Discussion question on three separate days in that week. This is a minimum and you are all encouraged to participate more frequently.

Participation means that your comments must be significantly more than 'I agree' or 'Right on', as examples. Yours must add to the original discussion – i.e., 'I disagree and

think the real cause is’, or ‘I agree but believe an additional cause may be’, or ‘This is a good point but has anyone considered?’ – as examples.

It is very important that you do not try to answer each and every question, completely. For the sake of participation, and input from everyone, it is much better if you ‘partially’ answer each question – i.e., ‘While there are many components to this discussion topic, I think one significant aspect is ‘If you have a good, second point, you can always give other classmates chance to post and then go back and add it in if they missed it. Of value, is being able to ‘jump off of’ other postings – i.e., ‘Sally made a great point here and I’d like to expand on it from another angle or perspective.’ Even better would be, ‘I see where Tom is coming from on this but I see it more as . . . ‘

Any question, concern or problem, please don’t wait – contact me by phone, e-mail or in class, ASAP!

ANGEL Information

This course has an online ANGEL component. Please review the checklist below. Before your course begins you will receive a letter from the College with instructions on how to access your account, which will include your log on and password.

If you need technical support, please contact the 24-hour College's Help Desk:
1-(877) 725-4357 or email: <https://hdo.collegis.com>

Checklist for Online Learners

In order to complete this course, you will need the following:

- ANGEL account (will be assigned to you by Saint Joseph's College)
- Basic computer skills
- Computer with speakers or headphones
- Internet access
- Required materials

Additional Information

Guidelines for Written Assignments:

Most professors/instructors will require that graduate level work must be presented in APA format. I do not require this specifically but I do generally. By this I mean –

- The entire unit must be submitted as one Word document (.rtf if you are using a word processing software other than Word) with each element of the unit clearly identified. Graphs, charts and similar are expected to be inserted into the body of the assignment. However, if you are having difficulty with this, you may include at the end as an Addendum or, as a last resort, include as a separate document (such as a Power Point slide or similar).
- A centered, title section that includes pertinent course information, your identification (name and student I.D.) and information identifying which assignment it is, along with the date being submitted
- One-inch margins (although APA suggests 1 ¼ inch left and right margins for Word documents) all around
- Include the question being answered with both the # and include the actual text of the question (it is suggested that you type the question in either bold or italics or both, in order to differentiate from the answer)
- Do NOT align to pages. These assignments are not printed; rather they are downloaded, saved, read and reviewed on the computer monitor, so keep the text uniform, perhaps using 3 lines spaces between elements of the assignment
- Unless specific sections are outlines or bulleted, the text should be double-spaced, indented narrative paragraphs
- Font must be a uniform 12-point, black using either Times Roman or Courier. However, I will accept Arial as well
- Further information regarding use of citations and a reference list are noted below

Sample reference list –

(for a journal article)
Eisenhardt, K.M. (1990). Speed and strategic choice: how managers accelerate decision making. *Planning Review*, 20(5), 30-33.

(for a book)

Goldratt, E.M. & Cox, J (1992). *The Goal* (2nd Edition). North River Press, Inc.

(for an internet article)

Ruiz, R.M. (2003). *Metaphor*, Retrieved on 10/25/04 from

<http://www.lcc.gatech.edu/gallery/rhetoric/terms/metaphor.html>