

HCAD498

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : HCAD498 **Title :** Senior Seminar in Health Sciences

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

The Health Sciences Senior Seminar is a cumulative project consisting of key concepts, theoretical knowledge, critical thinking, practical application, and real-world decision-making relative to the program objectives and courses completed throughout the program. Students will integrate critical analysis with healthcare disciplines and synthesize ethical standards in decision-making to achieve organizational goals. Students will discuss real-world scenarios and applications to the ever-changing healthcare industry and environment. The seminar project enables students to demonstrate skills of leadership, management, and systematic problem solving.

Course Scope:

This course provides the student the opportunity to assume the role of a healthcare administrator. The student will be required to complete a sequence of assignments that culminate in a final project which demonstrate the problem solving, critical thinking skills, and decision making skills of a healthcare administrator.

The student will also reflect on learning acquired during this health science program and assess their own competencies to secure employment in the healthcare field.

Objectives

At the end of this course, you will be able to:

1. Evaluate and develop solutions and strategies for complex problems within the healthcare industry.
2. Analyze healthcare issues and policies and develop strategies for maintaining quality, safety, and value of healthcare programs.
3. Implement process improvement tools to identify problems and improve processes within healthcare programs.
4. Apply ethical standards for decision-making in healthcare organizations and for personal decisions.
5. Assess contemporary and future marketing strategies to achieve organizational and personal goals.
6. Assess technologies and healthcare informatics for implementation in healthcare organizations.

*Also, please see weekly course objectives.

Outline

Week 1: Complex Problem Solving in Healthcare

Learning Outcomes

- Identify methods for problem solving in health care.
- Evaluate solutions and strategies for solving problems in the health care setting.

Required Readings

1. Tools: 5 Whys: Finding the root cause
2. Tools: Cause & Effect Diagram
3. King & Baum (2018)
4. Spradlin (2012)

Assignments

Hand Hygiene Case Study Quiz

Recommended Optional Reading

Recommended Media

Week 2: Developing and maintaining health care programs of quality, safety & value

Learning Outcomes

- Identify how standards of quality, safety and value are established.
- Identify strategies for maintaining quality, safety and value.

Required Readings

1. Gierlinger (2017)
2. Hemingway & O'Malley (2015)

Assignments

Continue working on Capstone Project

Recommended Optional Reading

Recommended Media

Week 3: Analyzing healthcare issues and policies

Learning Outcomes

- Evaluate methods for identifying healthcare issues.
- Identify how healthcare policies are created.

Required Readings

1. Shi (2014) Chapters 1-3

Assignments

Code Blue-Where To? Case Study Essay

Recommended Optional Reading
Recommended Media

Week 4: Process Improvement within Healthcare Programs

Learning Outcomes

- Identify process improvement tools.
- Describe how to utilize process improvement tools within healthcare programs.

Required Readings

1. Morrow (2012)
2. MPRO (2013)

Assignments

Continue working on Capstone Project

Recommended Optional Reading
Recommended Media

Week 5: Ethical Decision Making in Healthcare

Learning Outcomes

- Identify ethical decision making issues in healthcare.
- Identify tools for utilization in the ethical decision making process.

Required Readings

1. Dye (2010)
2. Enck (2014)

Assignments

Confidentiality and Air Force One- Case Study Essay

Peregrine Testing- please read the instructions carefully, this is for BS of Healthcare Administration students only. All others will receive a waiver that they will need to submit.

Recommended Optional Reading
Recommended Media

Week 6: Marketing strategies in Healthcare Organizations

Learning Outcomes

- Identify marketing strategies used in healthcare.
- Evaluate effectiveness of various marketing strategies used in healthcare.

Required Readings

1. Stevens (2016) Chapter 1
2. Stevens (2016) Chapter 7

Assignments

Continue working on Capstone Project

Recommended Optional Reading

Recommended Media

Week 7: Technology and Healthcare Informatics

Learning Outcomes

- Identify ways that technology is used in healthcare organizations.
- Evaluate the role of health information management on healthcare organizations.
- Identify the impact technology has had on healthcare organizations.

Required Readings

1. Foraker(2015)
2. Kudyba & Temple (2016)
3. Sweeney (2017)

Assignments

Continue working on Capstone Project

Recommended Optional Reading

Recommended Media

Week 8: Careers in Healthcare

Learning Outcomes

- Reflect on your preparation for a career in health sciences.
- Submit your Capstone Project.

Required Readings

Assignments

Capstone Project

Recommended Optional Reading

Recommended Media

Evaluation

Grading:

| Name | Grade % |
|--------------------|---------|
| Introductory Forum | 1.00 % |
| Introductory Forum | 1.00 % |
| Discussions | 24.00 % |
| Week 1: Discussion | 3.00 % |
| Week 2: Discussion | 3.00 % |
| Week 3: Discussion | 3.00 % |
| Week 4: Discussion | 3.00 % |

| | |
|-------------------------------------|---------|
| Week 5: Discussion | 3.00 % |
| Week 6: Discussion | 3.00 % |
| Week 7: Discussion | 3.00 % |
| Week 8: Discussion | 3.00 % |
| Weekly Assignments | 42.00 % |
| Peregrine Assessment | 10.50 % |
| Week 1 Assignment - Case Study Quiz | 10.50 % |
| Week 3 Assignment | 10.50 % |
| Week 5 Assignment | 10.50 % |
| Capstone Project | 33.00 % |
| Capstone Project | 33.00 % |

Materials

Book Title: Planning Health Promotion Programs: An Intervention Mapping Approach - e-book available in the APUS Online Library

Author:

Publication Info: Jossey Bass Lib

ISBN: 9781119035497

Book Title: Tyler's Guide: The Healthcare Executive's Job Search, 4th ed. - e-book available in the APUS Online Library

Author: Tyler, Larry

Publication Info: Health Administration Press Lib

ISBN: 9781567933611

Course Guidelines

Forums

Students are required to participate in the forums each week. Replies must be posted in the week due and replies after the end of each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

Post the initial response to each forum by 11:55pm, ET, Wednesday.

Initial responses are to be original in content and demonstrate a thorough analysis of the topic.

Reply to more than (2) of your classmates in each forum by 11:55pm, ET, Sunday.

Responses to classmates are significant to advance the forum.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to forum being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:55

pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a 10 percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days the maximum grade the student can achieve with a late submission will be a grade of 70% ("C-"). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will not be accepted more than 7 days past the due date, unless arrangements have been made in advance of the due date with the instructor.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)

- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.