

MHSA 5500: Managing Health Professionals

Please note that this syllabus is intended as a generic, representative syllabus for the MHSA 5500 course. Specific requirements, textbooks, and schedules are subject to change each semester based on semester length, number of students in the course, scheduling requirements, relevant research or service opportunities that arise for student involvement, and other factors, including the instructor's efforts to update and improve the educational experience of students.

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“Certain difficulties arise when the people to be organized are professionals. In order to understand these difficulties, it is necessary to understand the nature of professionals, how their expertise and values act as driving forces, what informational inputs they work on, how they interpret and make decisions, and what controls they respond to” (p.332).

Weick, K.E., & McDaniel, R.R. (1989).
How professional organizations work:
Implications for school organization and
management. In T. Sergiovanni and T.
Moore (Eds.) *Schooling for Tomorrow*.
Boston: Allyn & Bacon.

Contact Information:

My primary mode of contacting students will be the AASU Pirates Cove email system. Therefore, all students **must** maintain and check on a regular basis their AASU student email accounts. If you do not know how to access your account, or if you would like to have your account forwarded to another email account, contact Student Technology Services at 927-5321. You can also contact them via email (techhelp@mail.armstrong.edu) or their online form available at <http://www.sts.armstrong.edu/helpdesk/helpform.html>.

Course Description:

Clinical professionals represent the “technical core” of health services organizations; therefore, they play a central role in the processes and outcomes of these organizations. To provide efficient, high quality health care services, organizations must integrate clinical interests and concerns with managerial interests and concerns. Yet, the experiences and resulting cultural values of clinical professionals often differ substantially from the experiences and cultural orientation of individuals educated in the administrative sciences. Thus, health services executives have both a unique challenge and opportunity when working with clinical

professionals. The ability to work effectively with clinical professionals ultimately will be one of the factors critical to a career in health services management.

The general goals of this course are: (a) to develop an understanding of the history and nature of professions, particularly those associated with health care, (b) to provide the knowledge and skills necessary to function effectively as a member or leader of cross-functional teams, and (c) to provide the knowledge and skills necessary for effective performance as a leader in professionally-based health care organizations.

Course Objectives:

Through lectures, readings, class discussions, written cases, video cases, self-assessment inventories, and student presentations, the student should be able to:

1. Identify factors that differentiate professional groups from other occupational groups and discuss the implications of these factors for working with professionals in health services organizations.
2. Outline and discuss the environmental forces influencing the education and practice of physicians, nurses, and other clinical providers.
3. Describe the socialization processes experienced by physicians and nurses during their education and training and identify the implications of these processes for interactions between physicians, nurses, and administrators.
3. Identify strategies designed to clarify and balance clinical and managerial interests and concerns.
4. Describe differences in the perceptions and personality traits of clinicians and administrators.
5. Demonstrate an improved ability to communicate effectively with clinical professionals.
6. Discuss the prevalence of and factors that lead to job stress and burnout among clinicians.
7. Discuss the prevalence of, and common underlying factors associated with, physicians and nurse impairments (alcoholism, drug abuse, mental disorders) and consider the range of problem solving strategies for organization responses for dealing with such impairments.

Reading Materials:

Due to the specialized nature of this course, I do not believe that a suitable textbook exists to convey the breadth of information we will cover. Therefore, rather than a textbook we will use a collection of readings, both classic and contemporary. You will be provided with a list of required readings for each section of the course and information on accessing them.

Course Requirements:

<u>Undergraduate students</u>		<u>Graduate students</u>	
Participation	15%	Participation	15%
Homework assignments	25%	Homework assignments	25%
Book report	30%	Research paper	40%
Final exam	50%	Final Exam	40%

The grading scale to evaluate student performance will be similar to that used by other courses: 90-100(A), 80-89(B), 70-79(C), 65-70(D), <65(F). Any deviations from this standard scheme will be a result of the distribution of class scores.

Your participation will account for 15% of your grade for this course. Therefore, it is essential that you come to class prepared to discuss the assigned reading material and to participate in and discuss in-class activities such as exercises, cases, and discussions with guest speakers. Student participation will be graded based on the *quality* of your contributions, not merely the quantity.

Due to the compressed format of the summer semester, only one exam will be given. You will be permitted to use your notes, but you will have only two hours to complete the exam. The exam format will include multiple-choice (approximately 25%), short answer (approximately 25%), and essay questions (approximately 50%). Exams will cover material from the readings, class discussions (including guest speakers), and exercises.

Four homework assignments will be distributed in class and must be turned in the following week (5 points per day will be deducted from assignments that are turned in late). These assignments are meant to provide you with an opportunity to demonstrate how well you have processed and internalized the material in the readings, thus there are no “right” or “wrong” answers. Grading of these papers will be based on the extent to which your responses reflect your understanding of the readings, the quality of thought and logic evident in your responses, the quality of your writing, and the care with which your assignment has been prepared (including spelling, proof-reading, and formatting). Homework assignments must be typed, double-spaced, with standard 1 inch margins and 12 points Times New Roman type. Homework assignments missed due to unexcused absences may NOT be made up.

Undergraduate students will read a non-fiction book written by a clinical professional (as approved by the instructor) and write a book report. The report should include the following: a brief background about the author, a summary of the content and perspective of the book, and a discussion of the book within the context of this course. Questions that you might address in

your discussion section include: In what ways did the book add to your understanding of clinicians; did the book contain information that reinforced or contradicted information discussed in class; did the book address issues not covered in class. I have a list of suggested books for this assignment, most of which can be purchased used (and inexpensively) through an online book seller. The report should be no more than five pages in length, be typed, double-spaced, with standard 1 inch margins and 12 points Times New Roman type. Book reports will be based on the quality and comprehensiveness of your summary, author biographical profile, and discussion, as well as how well the report is constructed (i.e., quality of writing, logical flow, spelling, proof-reading, formatting, use of appropriate headings and subheadings, etc.). Book reports are due on the last day of class. Ten points per day will be deducted from book reports that are turned in late without an approved excuse due to illness.

Graduate students will write a research paper on a topic relevant to the course (to be approved by the instructor). Papers should be 10 to 15 pages in length (with standard 1 inch margins, 12 point Times New Roman type, double-spaced, APA style), be based on a review of the relevant academic and professional literature, and include a full list of references. Research papers will be graded based on the quality and comprehensiveness of your paper, including the introduction, significance, literature review, discussion, and conclusion, as well as how well the paper is constructed (i.e., quality of writing, logical flow, spelling, proof-reading, formatting, use of appropriate headings and subheadings, etc.). Book reports are due on the last day of class. Ten points per day will be deducted from book reports that are turned in late without an approved excuse due to illness.

Miscellaneous

Students are strongly encouraged to attend class on a regular basis and to actively participate in all class discussion and activities for the purpose of optimizing the educational experience. This is particularly important during the shortened summer semester, where each week effectively equals two weeks of a “regular” semester. While absences for legitimate reasons are understandable, unexcused absences are not acceptable. Unexcused absences constitute any absence from class where the student fails to inform the instructor either before hand or as soon as possible after the fact about the reasons for the absence. Such reasons must obviously be legitimate for an absence to be considered excused, and the instructor reserves the right to make inquiry with regard to such if deemed necessary. The instructor further reserves the right to ask a student to withdraw from the class if the number of total or unexcused absences is excessive, as determined by AASU policy. As stated before, any assignments missed due to an unexcused absence may not be made up by the student.

Academic dishonesty, as defined in the AASU Student Handbook, is strictly prohibited in this course as in all others at AASU. Students are reminded that, as AASU students, they have a responsibility to adhere to and have knowledge of the principles of ethical conduct for AASU students as it applies to academic dishonesty. Violations of any of these principles will result in the student receiving an ‘F’ in the course as well as the potential for further prosecution for said violations by AASU and its respective governing bodies.

The Americans with Disabilities Act of 1990 requires AASU to provide “reasonable accommodation” to any student who advises of a physical or mental disability. If you believe you qualify, please contact the instructors as soon as possible.

Course Schedule (this schedule is representative of Summer 8-week semester and is subject to change based on differing semester schedules, holidays, and other factors).

DATE	TOPIC	READINGS	ASSIGNMENTS	ACTIVITIES
Week 1	Introduction			
Week 2	Nature of professions	Articles on WebCT	Homework 1 due	
Week 3	Medical education	Articles on WebCT		Video: Making of a Doctor Guest speaker:
Week 4	Medical socialization	Articles on WebCT	Homework 2 due	
Week 5	Nursing education	Articles on WebCT		Video: Sentimental Women Need Not Apply Video: Johnson & Johnson
Week 6	Socialization of nurses, allied health professionals, and health administrators	Articles on WebCT		Guest speaker
Week 7	Effective Communication with Clinicians	Articles on WebCT	Homework 3 due	Exercise
Week 8	Work Stress and Impaired Clinicians	Articles on WebCT		Guest Speaker
	Final Exam Period	Articles on WebCT	Book reports and research papers due	