FAIRMONT STATE UNIVERSITY

Approved by the Curriculum Committee on January 21, 2020

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: February 4, 2020

SUBJECT: Curriculum Proposal #19-20-07 HCMG 4000 LTC Management

The elimination of BSBA 2201 and BSBA 2202 from the business core courses and substitution of BSBA 25XX "Fundamentals of Accounting," provides an opportunity to expand the Fairmont State School of Business and Aviation undergraduate healthcare management curriculum with an additional course. Currently the curriculum has seven (7) specific healthcare courses including a capstone course. This proposal is to add an additional 3 hour course that addresses management and strategy of the post-acute care continuum to round out the curriculum. Post-acute care ranges from specialty hospitals, skilled/intermediate facilities, hospice, home-based care and medical-home models, assisted living and rehabilitative services.

cc: Richard Harvey
             Cheri Gonzalez
             Laura Ransom
             Lori Schoonmaker
             M. Raymond Alvarez

PREPARING CURRICULUM PROPOSALS

INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

PROPOSAL NUMBER: Leave this space blank. A number will be assigned to the proposal by the Associate Provost.

SCHOOL: Enter the name of the College or School (e.g., *Liberal Arts*), Department (e.g., Language and Literature), and Program (e.g., English).

PREPARER/CONTACT PERSON: Enter the name of the person who prepared the proposal and his/her telephone extension number.

COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS: Attach these to the back of your proposal.

LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS: If the Curriculum Committee requests these letters, attach them to the back of your proposal.

DATE SUBMITTED: The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Associate Provost on or before the second Tuesday of the month.**

REVISION SUBMISSION DATE: If changes are required to the original proposal, enter the date the proposal was resubmitted.

IMPLEMENTATION DATE REQUESTED: Enter the first day of the semester (or summer term) and year in which the proposed curriculum change(s) would take effect.

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	#19-20-07
School/Department/Program:	School of Business and Aviation Healthcare Management Program
Preparer/Contact Person:	Dr. M. Raymond Alvarez
Telephone Extension:	4889
Date Originally Submitted:	September 25, 2019

Revision (Indicate date and label it Revision #1, #2, etc.):	November 26, 2019 Revision #1 January 21, 2020 Revision #2
Implementation Date Requested:	Monday, August 17, 2020

I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

The elimination of BSBA 2201 and BSBA 2202 from the business core courses and substitution of BSBA 25XX "Fundamentals of Accounting," provides an opportunity to expand the Fairmont State School of Business and Aviation undergraduate healthcare management curriculum with an additional course. Currently the curriculum has seven (7) specific healthcare courses including a capstone course. This proposal is to add an additional 3 hour course that addresses management and strategy of the post-acute care continuum to round out the curriculum. Post-acute care ranges from specialty hospitals, skilled/intermediate facilities, hospice, home-based care and medical-home models, assisted living and rehabilitative services.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

    A. Deletion of course(s) or credit(s) from program(s)

           Total hours   **n/a**   deleted.

    B. Addition of course(s) or credit(s) from program(s)

        HCMG 4000 Managing the Post-Acute Healthcare Continuum, Hybrid-1 course

           Total hours   **3 credit hours** added.

    C. Provision for interchangeable use of course(s) with program(s) **n/a**

    D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

Course	Title	Content	New Content
HCMG 2201	U.S. Healthcare Systems	Survey of the major components and characteristics that comprise the current U.S. healthcare continuum, including managed care, integrated systems and government payors.	n/a
HCMG 2221	Healthcare Finance	Introduction to financial management, operating revenue, managing working capital, tax status, third-party payors and reimbursement methodologies, financial planning and capital budgeting in healthcare organizations.	n/a
HCMG 2231	Population Health	Overview of health outcomes of geographic populations (communities, countries, etc.) as well as	n/a

		group populations (workforce, schools, ethnic groups, disabled persons, prisoners, or others categorized by shared traits or issues) and how such groups are relevant to policy makers in both the public and private sectors.	
HCMG 3331	Health Information Exchange	Introduces electronic transfer of administrative and clinical information among healthcare organizations at the strategic, organizational, legal, technical, and sociopolitical level in the U.S. and abroad, including impact on quality, safety, efficiency, and financial sustainability	n/a
HCMG 3333	Quality Management in a Regulatory Environment	Focuses on the importance of quality management to achieve compliant regulatory, safety and efficiency goals in healthcare delivery. Includes current pay for performance reimbursement from government payors.	n/a
HCMG 4000	**Managing the Post-Acute Healthcare Continuum**	Post-acute healthcare organizations have gained, sustained, or lost competitive advantage amidst competition, widespread regulation, high interdependence, and massive technological, economic, social, and political changes. This course examines why strategy and compliant practices to manage current and emerging challenges are vital to sustainability.	**New course**
HCMG 4400	Healthcare Policy	Introduction to policy issues in healthcare including state and federal roles, the policy process and integration into healthcare systems management. It includes underlying concepts, critical health policy issues, values and the American political process as they influence policy.	n/a
HCMG 4450	Capstone	Students choose a healthcare project for advanced concepts and skills needed for effective management activities that promote individual and agency development. Capstone is synthesis of management skills in practice, skill in decision-making and judgment as well as professional role development.	n/a

E. Other changes to existing courses such as changes to title, course number, and elective or required status. **n/a**

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

Course Number	Course Title	Units of Credit	Pre-requisites	Ownership	Status
HCMG 4000	**Managing the Post-Acute Healthcare Continuum**	3	Student must have proficiencies with Blackboard or equivalent Fairmont State University e-learning platforms. Students must have	Fairmont State	Required

			completed all HCMG courses at the 3000 level.		

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix B: Course Description

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix B: Syllabus and Outline

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
1. Delineate major management functions and describe their applicability to post-acute care organizations	PLO 1: Synthesize empirical and theoretical knowledge from healthcare management and general education including the social sciences, natural science, mathematics, English, and humanities as a framework for professional practice.	Written assignments	A class average of 80 percent or more based on rubric scores.
2. Evaluate and describe current legislative/policy issues in post-acute organizations and be able to discuss potential solutions	PLO 3: Recognize and analyze how political and social policies impact health care.	Journal or discussion forum	A class average of 80 percent or more based on rubric scores and final exam score.
3.Analyze various financing and reimbursement methods currently in use, basic financial awareness skills including current payment methods and provider networks	PLO 5: Demonstrate critical thinking process to solve problems and to make decisions as a professional in a health care setting.	Midterm and final exams	A class average of 80 percent or more based on rubric scores.
4. Differentiate and articulate ethical issues facing post-acute managers for compliant business practices.	PLO 2: Employ effective communication in verbal, non-verbal, and technological aspects of post-acute care management.	Journals	A class average of 80 percent or more based on rubric scores and final exam score.
5.Summarize the principles of modern leadership and management, including identifying methods for effective resource management and stewardship	PLO 4: Utilize leadership and management techniques in collaboration with other health team members to facilitate the operation of a health care organization	Written assignments	A class average of 80 percent or more based on rubric scores.

6. Critique selected articles and current research articles while acquiring competency through writing findings in APA format.	PLO 6: Synthesize or critique a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework.	Written assignment	A class average of 80 percent or more based on rubric scores and final exam score.
7. Develop/foster skills working as a team with other members of the class to create and participate in an oral presentation.	PLO 7: Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.	Group project	A class average of 80 percent or more based on rubric scores and final exam score.

Assessment of Student Learning in a Curriculum Map

Program Outcomes

1. Synthesize empirical and theoretical knowledge from healthcare management and general education including the social sciences, natural science, mathematics, English, and humanities as a framework for professional practice.
2. Employ effective communication in verbal, non-verbal, and technological aspects of healthcare management.
3. Recognize and analyze how political and social policies impact health care.
4. Utilize leadership and management techniques in collaboration with other health team members to facilitate the operation of a health care organization.
5. Demonstrate critical thinking process to solve problems and to make decisions as a professional in a health care setting.
6. Synthesize a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework.
7. Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.

Core Curriculum Cores		Program Student Learning Outcomes						
		1	2	3	4	5	6	7
Managing the Post-Acute Healthcare Continuum	HCMG 4000	M-Written assign-ment	R-Discussion forums	M-Exams	M-Journal	R-Written assignment	M-Written assignment	M-Presentati on
Level of Learning: I- Introduced, R- Reinforced, M-Mastered								
Key for Bloom Taxonomy Cognitive Domain								
Red = Recognition/Understanding: Assignments that test students' ability to recall or explain ideas or concepts regarding relevant course material.								
Yellow = Apply/Analyze: Assignments that test ability to use information or problem-solving skills.								
Green= Evaluate: Assignments that require students to make judgments about a decision or course of action.								
Purple= Create: Assignments that require students to generate new ideas, products, or ways of viewing things.								

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

The only program to be affected is the Healthcare Management Program within the School of Business and Aviation. There is a net gain of three hours.

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The need for this type of course is based on current and future emphasis for effective stewardship of federal support (e.g., Medicare/Medicaid reimbursement) for healthcare services delivered to distinct populations. The post-acute sector is subject to 'pay for performance' mechanisms as of October 2019; therefore, financial management skills are needed by leaders in order for the organization to be effective, compliant and viable.

According to MedPAC's June 2017 report, Medicare margins in 2015 for skilled nursing facilities (SNFs), inpatient rehabilitation facilities (IRFs), and home healthcare agencies (HHAs) were 12.6 percent, 13.9 percent, and 15.6 percent, respectively. In comparison, hospital overall Medicare margins averaged -7.1 percent in 2015 (with an "all-payer margin" of 6.8 percent). The Institute of Medicine has attributed 73 percent of overall Medicare geographical spending variances to post-acute care utilization variation. Such variation is associated with increased costs and lower quality and outcomes. Efforts to improve the overall value of post-acute care generally have not been effective. However, bundled and episode-based payment models are starting to eliminate traditional silos among ambulatory, inpatient, and post-acute care settings, thereby reducing problematic care transitions between settings and improving cost, service, and quality dimensions across all settings. Effective management and coordination of post-acute providers is essential to create collaborative and effective networks and partnerships.

The Bachelor's Degree in Post-acute care management was established in 2018 when the former Allied Health Administration associate degree program ceased operation and transferred students to the School of Business. The latter program required 34 hours including 21 business core hours (7 courses) and 13 allied health courses (4 courses) in addition to having earned a prior two year associate degree. Now under the School of Business and Aviation, the associate degree is eliminated and courses are expanded to 72 hours of business core that included 7 specific health care management courses which replaced the former allied health courses. This included a new Business Core of 45 hours; Health care Management Courses of 27 hours (including MGMT 3308 and 3390); General Studies 33 hours; and Free Electives 15 hours for a total of 120 hours. This curriculum is consistent with those offered by comparable institutions offering bachelors' degrees in healthcare care management. A curriculum proposal was approved on March 20, 2018. The content is now designed to meet current industry demands for training and education.

The addition of a course to the undergraduate program is designed to provide a sound basis in business and post-acute care management skills for early careerists seeking entry-level positions within healthcare organizations.

B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

After reviewing the business core and other curricula from similar programs, it was found that a course specifically geared toward post-acute management and integration was needed primarily
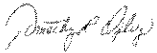
because of the current Affordable Care Act such as population health strategies and the introduction of new delivery and payment models in acute and post-acute settings. The West Virginia Nursing Home Administrator's Licensing Board supports the inclusion of this training at the bachelor's level to assist in helping recruit and retain key staff at 123 facilities under their present licensure regulation.

Since this is a hybrid-1 course with four in class sessions (25 percent), the majority of the content delivered on line via BlackBoard. No additional faculty, facilities, equipment or library materials will be required as the content will be incorporated into the fall semester so that an equilibrium of 4 fall and 4 spring courses will be offered. A current adjunct faculty member has an active nursing home administrator's license which is ideal to teach this course.

IV.   Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

   n/a

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Business & Aviation	**Dr. Timothy R. Oxley**	*[signature]*

V.   Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

   n/a

VI.   ADDITIONAL COMMENTS.

This course addresses conceptual, interpersonal and business skills associated with post-acute care management and leadership from the organizational perspective as well as the industry's trends and issues. Healthcare organizations have gained, sustained, or lost competitive advantage amidst intense competition, widespread regulation, high interdependence, and massive technological, economic, social, and political changes. Evaluating the challenges post-acute providers face, the course examines how they may use strategy to manage current and emerging challenges more effectively.

This course examines the impact of healthcare reform for population health management and patient engagement. In our current scope of content, this is not already included and would make an undergraduate course better-rounded in terms of being grounded in business practices as well as post-acute care management.

Finally, this provides a learner with an introduction to a much broader range of careers beyond the clinic or hospital walls. It would also facilitate those who desire to continue in the Master's Degree program in Healthcare Management at Fairmont State University. This program has a 15 hour certificate that will enable completion of a 500 hour administrator-in-training program approved by the WV Nursing Home Administrator's Licensing Board for eligibility to sit for licensure examination.

APPENDIX A
B.S. Degree in Post-acute care management
Current Program:

Required Major Courses:

Healthcare management (72 Credits)	Credits
BSBA2201 Principles of Accounting I	3
BSBA2202 Principles of Accounting II *(Pre-req BSBA 2201)*	3
BSBA2204 Principles of Marketing	3
BSBA2209 Principles of Management	3
BSBA2211 Principles of Macroeconomics	3
BSBA2212 Principles of Microeconomics *(Pre-req BSBA 2211)*	3
BSBA2221 Intro to Financial Management *(Pre-req BSBA 2201)*	3
BSBA3306 Business Law I	3
BSBA3310 Business and Economics Statistics *(Pre-req MATH 1430 or higher)*	3
BSBA3320 International Business *(Pre-reqs BSBA 2209, BSBA 2204, BSBA 2211)*	3
BSBA4415 Strategic Management & Policy *(Pre-reqs BSBA 2209, BSBA 2204, BSBA 2211)*	3
BSBA4420 Business Ethics and Corporate Responsibility *(Pre-req BSBA 3320, BISM 3200 + senior)*	3
BISM2200 Business Information Tools *(Pre-req Math + BISM 1200)*	3
BISM2800 Corporate Communications & Technology *(Pre-reqs BISM 1200 & ENGL 1102))*	3
BISM3200 Management Information Systems *(Pre-req BISM 2200)*	3
MGMT3308 Human Resources Management *(Pre-req BSBA 2209)*	3
MGMT3390 Organizational Behavior *(Pre-req BSBA 2209 & BISM 2800)*	3
HCMG2201 U.S. Healthcare Systems	3
HCMG2221 Healthcare Finance	3
HCMG2231 Population Health	3
HCMG3331 Health Information Exchange *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG3333 Quality Management in a Regulatory Environment *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG4400 Healthcare Policy *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG4450 Healthcare Management Capstone	3

Free Electives (15 credits)

	Required General Studies (33credits)	Credits
1: Critical Analysis	BISM2200 Business Information Tools	x
2: Quantitative Literacy	MATH1530 College Algebra	3
3: Written Communication	ENGL1101 Written English I	3
4: Teamwork	BSBA2209 Principles of Management	x
5: Information Literacy	ENGL1102 Written English II	3
6: Technology Literacy	BISM1200 Intro to Computing	3
7: Oral Communication	COMM2202 Intro to Communication in the World of Work	3
8: Citizenship	*Student Choice from Approved Options (HIST 1107, 1108, POLI 1103)*	3
9: Ethics	BSBA4420 Business Ethics and Corporate Responsibility	x
10: Health and Well Being	*Student Choice from Approved Options (HTLA 1100)*	2
11: Interdisciplinary/Lifelong Learning	*Student Choice from Approved Options (ENG, FOLK, GEOG)*	3
12: Fine Arts	*Student Choice from Approved Options (ART, ENG)*	3
13: Humanities	*Student Choice from Approved Options (ENG, FOLK)*	3
14: Social Science	BSBA2211 Principles of Macroeconomics	X
15: Natural Science	*Student Choice from Approved Options (BIO, CHEM, PHYS, GEO, HCLA)*	4
16: Cultural Awareness/Human Dignity	BSBA3320 International Business	x

2018-2019 Catalog

Healthcare Management Total		
Post-acute care management Core	72	
General Studies	33	
Free Electives	15	
Total:	120	

APPENDIX A
B.S. Degree in Post-acute care management

Proposed Program:

Healthcare management (72 Credits)	Credits
BSBA25XX Fundamentals of Accounting	3
BSBA2204 Principles of Marketing	3
BSBA2209 Principles of Management	3
BSBA2211 Principles of Macroeconomics	3
BSBA2212 Principles of Microeconomics *(Pre-req BSBA 2211)*	3
BSBA2221 Intro to Financial Management *(Pre-req BSBA 2201)*	3
BSBA3306 Business Law I	3
BSBA3310 Business and Economics Statistics *(Pre-req MATH 1430 or higher)*	3
BSBA3320 International Business *(Pre-reqs BSBA 2209, BSBA 2204, BSBA 2211)*	3
BSBA4415 Strategic Management & Policy *(Pre-reqs BSBA 2209, BSBA 2204, BSBA 2211)*	3
BSBA4420 Business Ethics and Corporate Responsibility *(Pre-req BSBA 3320, BISM 3200 + senior)*	3
BISM2200 Business Information Tools *(Pre-req Math + BISM 1200)*	3
BISM2800 Corporate Communications & Technology *(Pre-reqs BISM 1200 & ENGL 1102))*	3
BISM3200 Management Information Systems *(Pre-req BISM 2200)*	3
MGMT3308 Human Resources Management *(Pre-req BSBA 2209)*	3
MGMT3390 Organizational Behavior *(Pre-req BSBA 2209 & BISM 2800)*	3
HCMG2201 U.S. Healthcare Systems	3
HCMG2221 Healthcare Finance	3
HCMG2231 Population Health	3
HCMG3331 Health Information Exchange *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG3333 Quality Management in a Regulatory Environment *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG4000 Managing the Post-Acute Healthcare Continuum	3
HCMG4400 Healthcare Policy *(PR: HCMG2201, HCMG2221, HCMG2231)*	3
HCMG4450 Healthcare Management Capstone	3

Free Electives (15 credits)

General Studies (33credits)		Credits
1: Critical Analysis	BISM2200 Business Information Tools	x
2: Quantitative Literacy	MATH1530 College Algebra	3
3: Written Communication	ENGL1101 Written English I	3
4: Teamwork	BSBA2209 Principles of Management	x
5: Information Literacy	ENGL1102 Written English II	3
6: Technology Literacy	BISM1200 Intro to Computing	3
7: Oral Communication	COMM2202 Intro to Communication in the World of Work	3
8: Citizenship	*Student Choice from Approved Options (HIST 1107, 1108, POLI 1103)*	3
9: Ethics	BSBA4420 Business Ethics and Corporate Responsibility	x
10: Health and Well Being	*Student Choice from Approved Options (HTLA 1100)*	2
11: Interdisciplinary/Lifelong Learning	*Student Choice from Approved Options (ENG, FOLK, GEOG)*	3
12: Fine Arts	*Student Choice from Approved Options (ART, ENG)*	3
13: Humanities	*Student Choice from Approved Options (ENG, FOLK)*	3
14: Social Science	BSBA2211 Principles of Macroeconomics	X
15: Natural Science	*Student Choice from Approved Options (BIO, CHEM, PHYS, GEO, HCLA)*	4
16: Cultural Awareness/Human Dignity	BSBA3320 International Business	x

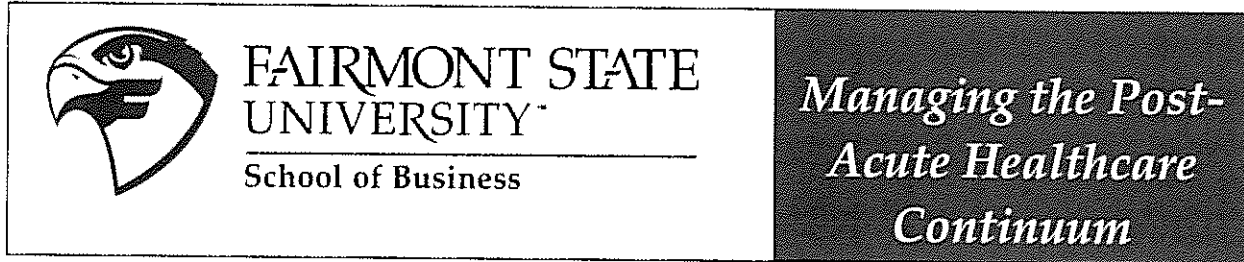| Healthcare Management Total		
Post-acute care management Core	72	
General Studies	33	
Free Electives	15	
Total:	120	

APPENDIX B

Catalogue Description for HCMG 4000: Managing the Post-Acute Healthcare Continuum

This course addresses conceptual, interpersonal and business skills associated with managing post-acute healthcare organizations that provide continued care for special populations. With the changing demographics, by the late 2020's, the majority of Americans will be over the age of 65 and 20 percent of them will need some form of assisted care. As health care's traditional care providers focus on a care continuum, a critical strategic consideration for health systems is development of effective post-acute care networks that enable them to deliver cost-effective, high-quality care in the right place at the right time. The content builds expert knowledge of all aspects of long-term care management, including operations, human resources, patient advocacy, and information systems. It also emphasizes the latest understandings of the long-term care continuum and patient-centered care for diverse populations. This is a hybrid 1 course with 75% of the content delivered on line and 25% in scheduled sessions with instructor during the semester.

Sample Syllabus

FAIRMONT STATE UNIVERSITY˙

School of Business

Managing the Post-Acute Healthcare Continuum

HCMG 4000: Managing the Post-Acute Healthcare Continuum

COURSE DESCRIPTION:

This course addresses conceptual, interpersonal and business skills associated with managing post-acute healthcare organizations that provide continued care for special populations. With the changing demographics, by the late 2020's, the majority of Americans will be over the age of 65 and 20 percent of them will need some form of assisted care. As health care's traditional care providers focus on a care continuum, a critical strategic consideration for health systems is development of effective post-acute care networks that enable them to deliver cost-effective, high-quality care in the right place at the right time. The content builds expert knowledge of all aspects of long-term care management, including operations, human resources, patient advocacy, and information systems. It also emphasizes the latest understandings of the long-term care continuum and patient-centered care for diverse populations.

This is a hybrid 1 course with 75% of the content delivered on line and 25% in scheduled sessions with instructor during the semester.

REQUIRED TEXTBOOK:

Managing the Long-Term Care Facility (2016)
Rebecca Perley
Jossey-Bass; ISBN-13: 978-1118654781

PREREQUISITES OR COREQUISITES:

Working knowledge of how to use as well as access to personal computers, including knowledge of word-processing, spreadsheet software, presentation/media design and ability to conduct journal reviews or other research using library resources. Student must have proficiencies with Blackboard or equivalent Fairmont State University e-learning platforms. Students must have completed all HCMG courses at the 3000 level

COURSE OBJECTIVES: The purpose of this course is to enable students to:

1. Delineate major management functions and describe their applicability to post-acute care organizations
2. Identify and describe current legislative/policy issues in post-acute organizations and be able to discuss potential solutions

3.Analyze various financing and reimbursement methods currently in use, basic financial awareness skills including current payment methods and provider networks
4. Differentiate and articulate ethical issues facing post-acute managers for compliant business practices.
5. Summarize the principles of modern leadership and management, including identifying methods for effective resource management and stewardship.
6. Critique selected articles and current research articles while acquiring competency through writing their findings in APA format.
7. Develop/foster skills working as a team with other members of the class to create and participate in an oral presentation.

PROGRAM LEARNING OUTCOMES (PLO):

1.   Synthesize empirical and theoretical knowledge from post-acute care management and general education including the social sciences, natural science, mathematics, English, and humanities as a framework for professional practice.
2.   Employ effective communication in verbal, non-verbal, and technological aspects of post-acute care management.
3.   Recognize and analyze how political and social policies impact health care.
4.   Utilize leadership and management techniques in collaboration with other health team members to facilitate the operation of a health care organization.
5.   Demonstrate critical thinking process to solve problems and to make decisions as a professional in a health care setting.
6.   Synthesize or critique a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework.
7.   Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

Course Outcome	Alignment to Program Learning Goals:	Assessment Measure	Performance Indicator:
1. Delineate major management functions and describe their applicability to post-acute care organizations	PLO 1: Synthesize empirical and theoretical knowledge from healthcare management and general education including the social sciences, natural science, mathematics, English, and humanities as a framework for professional practice.	Written assignments	A class average of 80 percent or more based on rubric scores.
2. Identify and describe current legislative/policy issues in post-acute organizations and be able to discuss potential solutions	PLO 3: Recognize and analyze how political and social policies impact health care.	Journal/discussion forum	A class average of 80 percent or more based on rubric scores and final exam score.
3.Analyze various financing and reimbursement methods currently in use, basic financial awareness skills	PLO 5: Demonstrate critical thinking process to solve problems and to make decisions	Midterm and final exams	A class average of 80 percent or more based on rubric scores.

including current payment methods and provider networks	as a professional in a health care setting.		
4. Identify and articulate ethical issues facing post-acute managers for compliant business practices.	PLO 2: Employ effective communication in verbal, non-verbal, and technological aspects of post-acute care management.	Journals	A class average of 80 percent or more based on rubric scores and final exam score.
5.Summarize the principles of modern leadership and management, including iden tifying methods for effective resource management and stewardship	*PLO 4: Utilize leadership and management techniques in collaboration with other health team members to facilitate the operation of a health care organization*	Written assignments	A class average of 80 percent or more based on rubric scores.
6. Critique selected articles and current research articles while acquiring competency through writing findings in APA format.	*PLO 6: Synthesize or critique a personal philosophy of health care management which incorporates professional responsibility and accountability within an ethical-legal framework.*	Written assignment	A class average of 80 percent or more based on rubric scores and final exam score.
7. Develop/foster skills working as a team with other members of the class to create and participate in an oral presentation.	*PLO 7:* Assume responsibility for self-direction in life-long learning by participating in activities that contribute to personal and professional growth.	Group project	A class average of 80 percent or more based on rubric scores and final exam score.

GRADING SCALE: 1000-900 = A,   899 - 800 = B,   799 - 700 = C,   699-600 = D,   < 600 = F

COURSE DELIVERABLES:

Journals (4)	25 points/each = 100 points	
Discussion forums (4)	50 points/each = 200 points	
3 written papers	3 @ 100	= 300 points
Midterm and final Exam	2 @ 100	= 200 points
Group presentation & written paper		200 points

Participation in class meetings earns 10 points (bonus) per session

EXAMINATIONS: There are two examinations which occur at mid-terms and during the final week of the class. Generally these are written, short answer questions and some multiple-choice. Exams must be submitted by posted deadlines.

WRITTEN ASSIGNMENTS: All written assignments are required to be in proper APA format following instructions provided. Generally, a written assignment requires at least 5 pages of narrative excluding title page and references. No late work is accepted.

DISCUSSION FORUMS & JOURNALS: Discussion boards are open forums that address topics related to the course content. Journals provide student-to-instructor interaction. Journals are a personal space for students to communicate privately with the instructor. Students can also use journals as a self-reflective tool to post

their opinions, ideas, and concerns about the course, or discuss and analyze course-related materials. All postings must be complete sentences with correct proper grammar and syntax. Citations should be included for pertinent information that relates to fact, source of information or current research. Journaling will be done in four segments. This can include discussion of texts and additional readings.

GROUP PROJECT: The principal deliverable is a group project focused on developing a business plan that is based on five strategic domains in post-acute care health care:
1. Resident centered care and quality of life (mission, vision, values)
2. Staffing and Human Resources
3. Financial performance (budgets, census and staffing)
4. Environment of Care (design of facility)
5. Leadership and Management (compliance, technology and stewardship)

The group project will include a three year budget as well as business development strategy. The group will present an overview of the project and submit a narrative report.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort. Rubrics are posted in electronic format. (Rubrics follow at end)

GENERAL WEEKLY COURSE OUTLINE: Each week of the course has standard, defined content and objectives with additional readings, specific instructions for assignments, etc. These are found in Blackboard posted by week. This will also include topic for journal entry or discussion forum. Additional readings, articles and other materials will be included in the weekly learning module.

COURSE OUTLINE

Week 1:	Introduction, syllabus and course review
	Class session #1– orientation "Outside the Hospital Walls: Historical Overview"
	Read Introduction and chapter 1 of text (additional readings assigned throughout)
Week 2:	**Discussion Forum #1**
	Read chapter 2: Long Term Care Continuum
Week 3:	**Paper #1 (Quality of Life in Post-Acute Care)**
	Read chapter 3: Advocacy, Patient/Resident-Centered Care
Week 4:	**Journal entry 1**
	Read chapter 4: Environment of Care
Week 5:	**Discussion Forum #2 and Class session**
	Read chapter 5: Staffing and Human Resource Management
Week 6:	**Mid Term exam**
Week 7:	**Paper #2 (Medicare Bundling and Episodes of Care)**
	Read chapters 6: Reimbursement for Post-Acute Services
Week 8:	**Journal entry 2**
	Read chapter 7: Compliance and Risk Management
Week 9:	**Journal entry 3 and Class session #2**
	Read chapter 8: Legal and Ethical Issues
Week 11:	**Paper #3 (Laws Governing Organizations, Providers and Patients)**
	Read chapter 9: Marketing and Business Development
	Organize project teams

Week 12:	**Discussion Forum #3**
	Read chapter 10-11: Health Information; Aspects of Aging
Week 13:	**Journal entry 4; begin working on final project**
	Read chapter 12-13: Resident and Facility-Centered Operations
Week 14	**Class session #3**
	Discussion Forum #4
	Read chapter 14-15: Performance Outcomes and Finances
Week 15:	**Finalize group project (post-acute facility business plan)**
	Read chapter 16: Future trends
Week 16: Final Week	**In-class Presentation**
	Final Exam; submit group project document and presentation

Rubrics and curriculum map follow this section

GRADING RUBRIC for DISCUSSION BOARD and JOURNALS
(50 points for each discussion board; 25 points for Journals)

Criteria	Excellent 20 Points – 10 points	Good 15 Points – 7 points	Acceptable 10 Points – 4 points	Poor 0-5 Points
Participation	Posts well developed and fully address all aspects of the discussion board topic. Student posting are in advance of deadline. Student responds to other 3 students' postings.	Participates before deadline but posts lack full development of concepts/ideas. Less than 3 responses to others are posted for forums	Majority of posts occur at or near deadline; posting is rushed or incomplete. --or-- Posts do not address all aspects of assignment.	No participation documented during week (nothing posted on discussion board). No responses to other postings.
Criteria	**Excellent 20 Points – 10 points**	**Good 15 Points – 7 points**	**Acceptable 10 Point – 4 points**	**Poor 0-5 Points**
Content of discussion thread postings	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts. Posts are correct, reflective and substantive to advance discussion with clear, concise comments in easy to read style. Few if any grammatical errors. Meets 250 word minimum or has at least 15 sentences for each posted topic.	Elaborates on an existing posting with further comment or observation. --or— Posted facts lack full development of concept or thought. Post has less than 250 words or less than 12 sentences for each posted topic.	Numerous errors in grammar and syntax. Posts indicate that less than desired effort was placed into position. Posts shallow contribution to discussion (e.g., agrees or disagrees). --or— Posts repeat others or do not add significantly to discussion. Student did not follow directions for discussion board in all responses. Post has fewer than 100 words (or <6 sentences).	Posts overall are of poor quality with little effort demonstrated. Failure to follow instructions throughout postings. –or – Posts information that is off-topic, incorrect, or irrelevant to discussion. Minimal posting; significant grammar errors and overall poor effort demonstrated. -or- (0 points) Student did not participate.
Criteria	**Excellent 10 Points – 5 Points**	**Good 8 Points – 4 points**	**Acceptable 5 Points- 2 points**	**Poor 0 Point**
References & Support (these may be included in the first two criteria in some instances and not a separate item)	Uses 2 or more references to literature, readings, or personal experience to support comments.	Incorporates at least 1 reference from literature/readings and some personal experience.	Posts cite some personal experience, but no references to course readings or other research to support position.	Posts includes no references or supporting experience.

Examples of postings that demonstrate higher levels of thinking:
- "Some common themes I see between my experiences and our textbook are...." (analysis)
- "Current trends are significant if we consider the relationship between ...." (synthesis)
- "Evidence based research indicates (standards, outcomes, etc.) ...." (evaluation)

Grading Rubric for Group/PowerPoint Presentation (100 Points)

Criteria	Excellent (20)	Above Average (18)	Acceptable (15)	Poor/below standard (10)
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements.	Project is missing more than two key elements.	Project is lacking several key elements and has inaccuracies.
Sequencing of Information and Presentation	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. Presentation has no misspellings or grammatical errors.	Most information is organized in a clear, logical way. One slide or item of information seems out of place. Presentation has 1-2 misspellings, but no grammatical errors.	Some information is logically sequenced. An occasional slide or item of information seems out of place. Presentation has several grammatical errors and misspellings.	There is no clear plan for the organization of information. Presentation has more than 10 grammatical and/or spelling errors.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Organization	PowerPoint contains a minimum of required slides. All parts of the task are completed fully and support the theme/content of the presentation.	PowerPoint contains a minimum of required slides. All parts of the task are completed partially and support the theme/content of the presentation.	PowerPoint contains fewer than minimum required, or some slides designed do not support the theme/content of the presentation.	PowerPoint contains fewer than minimum slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.

GENERAL GRADING RUBRIC for WRITTEN ASSIGNMENTS (100 points)

Criteria	Excellent (50 points)	Good (40 points)	Acceptable (30 points)	Needs improvement (20 points)	Poor (10)
Structure	Proper length and structure with minimum pages as required for narrative. Essay is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments. Format includes Title Page, other specific sub headings required in assignment, and references. Information presented clearly.	Submission is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some editing. Paper has a few errors. -or- Failed to follow instructions for organization of paper in some instances or has less than required pages of narrative. Writing is understood and logical but could use better phrasing.	Thesis (or position or theme) is fairly clear. However, there is inconsistent support for thesis. Paper not well organized or was not proofread. -or- Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader.	Main ideas are unclear and/or inappropriate. The work is not very informative or understandable or arguments/points not supported. -or- Paper is not well organized and there is a lack of transition from sections of the paper. Tables or section headings are not presented in proper format.	Poorly organized throughout. Lack of subheadings. -or- Failure to following posted instructions. -or- Less than total required pages of narrative.
Style	Proper use of APA style with 1 or less errors in format. Appropriate grammar and vocabulary are used. Title and introduction makes you want to read the paper. Generally, not written in first person.	Less than 2 errors in APA style noted. Style is good but needs work. Generally appropriate vocabulary is used with few errors in grammar and composition.	Several errors in APA format, grammar and composition. Somewhat informative and understandable but there are numerous spelling and grammatical errors throughout.	APA example not followed (e.g., lacks title page, running head, type face, or has numerous citation errors. Multiple errors in grammar, composition, etc. Mostly written in first person. Overall would be considered poor effort overall.	APA style not evident Lack of sentence structure or proper grammar. Would be considered 'not acceptable' for graduate work. Lack of sentence structure or proper grammar. Would be considered 'not acceptable' for graduate work.
Research	Data cited comes from required number of valid sources. Citations and References are complete and reflect appropriate APA style. The evidence used reflects multiple views. Would be considered scholarly work.	The evidence comes from less than required number of valid sources, or less than the required number to be cited. -or- Overall the paper is good but generally there are less than 2 general format errors in APA style for citations and references.	Valid sources are lacking. -or- The bibliography is missing some information or has several mistakes in formatted in APA style. This would be considered minimal citations for peer-reviewed research.	The evidence seldom comes from few cited valid sources (less than 1 citation or no citations). -or- The bibliography is missing significant information; numerous errors in APA style or lack of citations. Paper lacks substantiation and appears to be based on opinion.	Little to none evident Not quality work for graduate level assignments -or- Paper has a bibliography but no in-text citations.
Logic and reasoning	Arguments and statements are pertinent to the topic and are logical, supported with cited evidence. The key points are evident and clear to reader. Paper presents well-developed analysis and synthesis.	Arguments and statements are pertinent and logical but are not reasonably supported with sufficient evidence. Paper presents reasonable analysis and synthesis but not well-verbalized in the text.	Arguments and statements are not consistently pertinent, logical, or supported. Few key arguments have been made. Nuance, inference and subtlety lacking. Too much personal opinion (first person).	Arguments and statements rarely, if at all, seem logical and supported. Almost no key arguments have been made. Analysis and synthesis lacking. Would be considered poor work needing revision.	Difficult to determine or lacks clarity of purpose.

Revision Date: September 9, 2013

GRADING RUBRIC for Final Project (100 points)

Criteria	Excellent (20 points)	Good (15 points)	Acceptable (10 points)	Needs improvement (5 points)	Poor (0 points)
Grammar, syntax and style	Proper use of style with less than 1 error in format for a proposal. Appropriate grammar and vocabulary are used. No significant errors in sentence structure. The paper is professional looking and of high quality.	Generally appropriate vocabulary is used with several noticeable errors in grammar and composition noted. Too much use of first person in narrative versus being an objective proposal.	Somewhat informative and understandable but there are numerous spelling and grammatical errors. Several errors in format, grammar and composition.	There are multiple errors in grammar, composition, etc. Mostly written in first person. Not compelling as written. Would be considered fair or average work and probably not competitive for funding due to how it is written.	Professional style not evident; Poor sentence structure; Lack of proof reading; Would not be considered appropriate as a funding proposal due to grammar.
Structure and organization of paper	Proper length and structure with minimum pages 6 pages for narrative. Essay is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments.	Project is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some editing. Paper has a few errors. Failed to follow instructions for organization of paper in some instances or has 5 or less pages of narrative. Project generally understood and logical but needs editing.	Project is fairly clear. Inconsistent support for justifying need, budget, etc. Paper organization is lacking or was not proofread. Did not follow instruction. Conclusion is acceptable but needs more clarification or is not readily seen by reader.	Project unclear and/or inappropriate. Not very informative or understandable or arguments/thesis not supported. Paper is not well organized. Conclusion doesn't follow from the rest of the paper.	Poorly organized throughout. Failure to following posted instructions. Less than total required pages of narrative.
Format	All elements required are met	Generally good format; most elements included	Average format; several key items not included.	Not quality format; needs work	Poor; unacceptable
Logic, persuasion and delivery	All information presented is pertinent and logical, supported with cited evidence. The key points were stressed – no major points have been left out. Presentation presents well-developed project and would be considered competitive.	Generally, the project is pertinent and logical but not reasonably supported with demonstrated evidence consistently. Timeframe is adequate.	Justification for the proposal is not consistently pertinent, logical, or supported. Few key arguments have been made. Nuance, inference and personal opinion deter from merit. Timeframe needs clarification.	Rationale for project rarely, if at all, seems logical and supported. Almost no key arguments have been made to fund project. Objectivity and synthesis lacking in persuasion. Overuse of first person in text. Timeframe is lacking or not well thought out.	Difficult to determine or lacks clarity of purpose. A reviewer would reject this proposal based on its merit. No timeframe—project not logical.
APA style	Proper APA; less than 1 error	APA is good, 2-3 errors	APA is fair, 4-5 errors	APA errors 6-7	Numerous errors in APA

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