APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of **Public Health**   Date: **06/19/09**

   Department/Division offering course: **Health Services Management**

2. What type of change is being proposed?   ☑ Major   ☐ Minor*

   *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council. If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

3. Current Distance Learning (DL) status: ☑ N/A   ☐ Already approved for DL†   ☐ *Please Add*   ☐ *Please Drop*

   If ADDING, check one of the methods below that reflects how the majority of the course content will be delivered.

   Internet/Web-based ☐   Interactive Video ☐   Extended Campus ☐

   †If already approved for DL, a new Distance Learning Form must be submitted with this form unless the department affirms (by checking this box) ☐ that the proposed course changes will not affect DL delivery.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: ⑥

4. Current prefix & number: **HA 660**   *Proposed prefix & number:* **HA 660**

5. Current Title   **Decision Making in Health Care Organizations**

   Proposed Title†   **Decision Making in Health Care Organizations**

   †If title is longer than 24 characters, offer a sensible title of 24 characters or less: **Health Care Decision Making**

6. Current number of credit hours: **3**   Proposed number of credit hours: **3**

7. Currently, is this course repeatable?   YES ☐   NO ☑   If YES, current maximum credit hours: _____

   Proposed to be repeatable?   YES ☐   NO ☑   If YES, proposed maximum credit hours: _____

8. Current grading system: ☑ Letter (A, B, C, etc.)   ☐ Pass/Fail

   Proposed grading system: ☑ Letter (A, B, C, etc.)   ☐ Pass/Fail

9. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

   Current:

CLINICAL	COLLOQUIUM	DISCUSSION	LABORATORY	3 LECTURE
INDEPEND. STUDY	PRACTICUM	RECITATION	RESEARCH	RESIDENCY
SEMINAR	STUDIO	OTHER – Please explain:		

   Proposed:

CLINICAL	COLLOQUIUM	DISCUSSION	LABORATORY	3 LECTURE
INDEPEND. STUDY	PRACTICUM	RECITATION	RESEARCH	RESIDENCY
SEMINAR	STUDIO	OTHER – Please explain:		

10. Requested effective date (term/year): **Fall / 2009**

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11. Supplementary teaching component: ☐ N/A ☐ Community-Based Experience ☐ Service Learning ☐ Both

Proposed supplementary teaching component: ☐ Community-Based Experience ☐ Service Learning ☐ Both

12. Cross-listing: ☑ N/A or _____ _____ / _____ _____

                       Current Prefix & Number   printed name   Current Cross-listing Department Chair   signature

    a. Proposed – REMOVE current cross-listing: ☐ _____ / _____ _____

                                       printed name   Current Cross-listing Department Chair   signature

    b. Proposed – ADD cross-listing: _____ _____ / _____ _____

                         Prefix & Number   printed name   Proposed Cross-listing Department Chair   signature

13. Current prerequisites:

MHA program--last semester of MHA program status

Proposed prerequisites:

Same

14. Current Bulletin description:

This course is designed to build on the concepts and techniques introduced in the MHA curriculum and integrate them with a decision making focus in a variety of health care problems and settings. Case analysis will be used extensively to develop an opportunity for the student to learn to apply the appropriate skills to an unstructured environment.

Proposed Bulletin description:

Same

15. What has prompted this change?

MHA moved from Martin School to College of Public Health

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

17. Please list any other department that <u>could</u> be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus?   ☐ YES ☑ NO
If YES‡, list below the programs that require this course:

‡ In order for the <u>course</u> change to be considered, <u>program</u> change form(s) for the programs above must also be submitted.

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19. Is this course currently included in the University Studies Program? ☐ Yes ☑ No

20. ☐ Check box if changed to 400G or 500. If <u>changed to</u> 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)

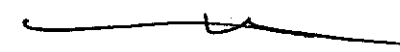21. Within the department, who should be contacted for further information on the proposed course change?

Name: Julia F. Costich   Phone: 7-6712   Email: julia.costich@uky.edu

22. Signatures to report approvals:

5/27/09	JULIA F. COSTICH / *Julia F. Costich*
DATE of Approval by Department Faculty	printed name Reported by Department Chair signature
5/29/09	Stephen Wyatt / *~~~~~~~*
DATE of Approval by College Faculty	printed name Reported by College Dean signature
	/
*DATE of Approval by Undergraduate Council	printed name Reported by Undergraduate Council Chair signature
	/
*DATE of Approval by Graduate Council	printed name Reported by Graduate Council Chair signature
	/
*DATE of Approval by Health Care Colleges Council (HCCC)	printed name Reported by Health Care Colleges Council Chair signature
*DATE of Approval by Senate Council	Reported by Office of the Senate Council
*DATE of Approval by the University Senate	Reported by the Office of the Senate Council

*If applicable, as provided by the *University Senate Rules.* *(http://www.uky.edu/USC/New/RulesandRegulationsMain.htm)*

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Excerpt from *University Senate Rules:*

SR 3.3.0.G.2:   **Definition.** A request may be considered a minor change if it meets one of the following criteria:

   a. change in number within the same hundred series;
   b. editorial change in the course title or description which does not imply change in content or emphasis;
   c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
   d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
   e. correction of typographical errors.

Rev 3/09

Professor:	Sarah Wackerbarth, Ph.D.	Office:	435 Patterson Office Tower
Phone:	257-5145 (cell 859/229-1949)	E-Mail:	sbwack0@uky.edu
Fax:	323-1937	Office Hours:	Thursdays 4:00 – 6:00 or by appt.

Course Description

This course integrates MHA curriculum by applying the knowledge and skills learned in your coursework to solve complex problems in health management. The course will develop your skills in critical thinking and decision making through written analyses and discussions of capstone projects. A capstone project consists of a written paper, an oral presentation and successful defense demonstrating a student's analytic, systematic and rigorous treatment of a specific topic in health administration. Even though the capstone is entirely separate from HA 660 as a requirement for graduation, it is the vehicle for teaching critical thinking and decision making. The capstone projects also provide a rich source of detailed information about typical and often complex issues in health administration. Students will examine each capstone from multiple perspectives drawing on their knowledge of finance, organizational structure, management, economics, legal issues and ethics. During the class, each student will present and discuss each step of the project ranging from articulation of the problem, synthesis of the literature, research methodology to a discussion for the findings as a demonstration of critical thinking and decision making. The class will function as a critical audience. Students will discuss implementation strategies and how to managed organizational change. Emphasis is also placed on building interpersonal relations and communication skills in professional settings.

Recommended Resource

Project Management Memory Jogger, 1997 by GOAL/QPC. ISBN 1-57681-001-1

Course Objectives

- Develop administrative and policy expertise in a specific area of health administration.
- Cultivate the leadership skills that are necessary to motivate an organization.
- Utilize project management skills.
- Learn how to communicate recommendations through coherent executive summaries.
- Analyze, organize and summarize a mass of information using appropriate conceptual frameworks that have been learned from MHA course work.
- Experience and learn to respond to tough questions about change and recommended course of action.
- Learn how to respond "on the fly" to unanticipated challenges of organization vision and direction.
- Identify the ethical and philosophical foundations that underpin your decisions.
- Develop a logical and coherent structure for the capstone project that is reflected in an outline for the written project.
- Conduct a comprehensive search of the literature that is relevant to your capstone project and summarize this literature coherently and analytically.
- Prepare a written capstone project that integrates material from MHA course work.
- Work closely with faculty members throughout the semester who have expertise in the subject matter of your capstone project.
- Make an effective presentation on your capstone project that satisfies the highest standards of effective oral communication.
- Develop engaging and motivating overheads using PowerPoint.

Academic and Professional Honesty

All participants in the class are expected to adhere to the highest standards of academic and professional honesty. If you are not familiar with the University of Kentucky rules and regulations regarding cheating, plagiarism, and other forms of academic dishonesty, become so. Cheating, plagiarism, or other forms of academic dishonesty can lead to a failing grade in the course and dismissal from the University. You can find the UK Statement of Student Rights and Responsibilities at http://www.uky.edu/StudentAffairs/Code/. The UK Academic Ombudsman office websites (http://www.uky.edu/Ombud/)provides a link to the very detailed pdf document describes the many different forms of plagiarism (http://www.uky.edu/Ombud/Plagiarism.pdf). Academic honesty is one form of the code of professional conduct that you will be expected to follow as a public administrator. For an example of a professional code of ethics, you should consult the Code of Ethics of the American Society for Public Administration.

Course Grading

Course grading evaluates a series of project steps, presentations and deadlines that the student is expected to meet throughout the semester. It is essential that you work closely with faculty members as you progress with your capstone project.

Project proposal, outline & timeline	15%
Introduction section	10%
"Expert in the field" presentation	15%
Methods section & presentation	10%
Results and implications sections & presentation	10%
Oral presentation dress rehearsal	10%
Class participation	30%

Grading Scale

A	90-100%
B	80-89.9%
C	70-79.9%
E	0-69.9%

Capstone Project Requirement for Graduation

The capstone Project has two components. They are the comprehensive paper and the oral defense. Typically, capstone projects involve an analysis of a management problem (or circumstance) in a health care setting followed by a set of specific recommendations or course of action.

Each student will be assigned a four person committee - three faculty members and a practitioner. The committee chair works with you on preparing the paper and the entire committee evaluates your paper and defense. The committee chair must be a full member of the graduate faculty and the Martin School. The course instructor for HA 660 will make committee assignments based on analysis type and scheduling availability. The defenses will be scheduled **Monday April 20, Tuesday April 21, and Wednesday April 22**. Students are expected to be present to hear presentations by their colleagues as well as defend their own projects. Lunch is typically provided.

The committee is charged with deciding whether to pass or fail a MHA candidate based on the written paper, oral presentation and defense of the capstone project. If a student fails the capstone, he/she will be ask to remedy all deficiencies (or select another project) and subsequently submit the project in the next semester.

MHA Competencies

The Master of Health Administration program in the Martin School of Public Policy and Administration is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). This course is designed to address the following areas of competency:

1) Written, verbal, and interpersonal communication skills.
2) Business and clinical ethical decision making.
3) Strategy formulation and implementation.
4) Professional skills development.

HA 660   Spring 2009   Syllabus

Date	Topics	Due today
1/15	Overview of capstone timetable and procedures Discuss capstone project ideas Orientation to previous capstone project library & check out policy	Capstone project idea
1/22	Discuss capstone project ideas – "one minute descriptions" Discuss content and format of project proposals Discuss project management techniques Discuss the characteristics of a foundation article Discuss literature search techniques Complete two "Application for Degree" cards [due 2/12]	Proposed capstone title Capstone project "one minute" description
1/29	Review capstone projects completed by alumni Presentations – Project proposal – 5 minutes each Discuss how to synthesize literature Discuss how to write literature review section Discuss how to write analysis plans	Project proposal, outline & timeline (draft) Project proposal presentation
2/5	Capstone presentation – recent alumnus Presentations – "Expert in the field"– 10 minutes Discuss how to write introductions	Project proposal, outline & timeline (final) Foundation article (make copies for class) "Expert in the field" presentations
2/12	Presentations (continued) – "Expert in the field"– 10 minutes Discuss analysis plans	Distribute proposal, outline, timeline, analysis plan and foundation article to committee chair Analysis plan "Expert in the field" presentations
2/19	Capstone presentation – recent alumnus Discuss how to write methods section	Introduction section draft
2/26	Individual feedback	Introduction section final
3/5	Presentations – Methods & Prelim Results – 5 minutes Discuss how to write results, discussion & recommendations Individual feedback	Methods & Prelim Results section draft Methods & Prelim Results presentation
3/12	Presentations (continued) – Methods & Prelim Results – 5 minutes Individual feedback	Methods & Prelim Results section final Methods & Prelim Results presentation
3/19	NO CLASS ******* Spring Break **** ACHE Congress Mar 23-26	
3/26	Presentations – Results & Implications – 5 minutes Individual feedback	Results & Implications sections Results & Implications presentation
4/2	Individual feedback	Final capstone title & committee members Rough drafts to committee chair, second committee member, and SW (by Monday 4/6).
4/9	Individual feedback	Submit 5 copies of **final** capstone paper to Sarah Lee (by 4:30 pm Monday 4/13). Submit **final** capstone paper to outside committee member ("practitioner") and confirm intent to attend presentation (by Monday 4/13).
4/16	Capstone Presentation Dress Rehearsal **Capstone Presentations April 20-22** Notification of whether you passed or failed the exam will be provided after each presentation.	
4/23	NO CLASS *******	
4/30	Course evaluation MHA exit interview and survey	