

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSA6342: Human Resource Management (3 credit hours)**  
Spring: 2017  
Delivery Format: On-Campus  
E-Learning in Canvas

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**Office Hours:** Tuesday 9-11am & appointment

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**Office Hours:** Tuesday 9-11am & appointment

**Preferred course communications:** Canvas email to TA or instructor  
**Course meeting times and location:** Wednesday 11:45 – 2:45 Room G201

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course provides foundational knowledge and skills applicable to the current issues in Human Resources Management with a focus on healthcare. Students will be exposed to key laws, issues, and concepts related to HR management. The course uses a combination of informative lectures, executive team exercises and group presentations, classroom discussions, and case study analyses to provide students with the tools and insight needed to explore a variety of human resource management issues in healthcare.

### **Course Objectives and/or Goals**

The course objectives, assignments, and activities are designed to contribute towards mastery of key competencies in the MHA curriculum. The objectives of the course are designed to contribute to the understanding and application of key competencies for the MHA program. The objectives contribute to the following program competencies:

- Incorporate principles and tools of human resources management, organizational behavior, and change management to achieve organizational goals. (HOP-4)
- Interpret, monitor, and comply with laws and regulations that protect health practitioners, organizations, and the public. (HEC-2)
- Demonstrate sensitivity to cultural, ethnic, and social characteristics in the design and delivery of programs and services. (HOP-3)
- Apply effective and appropriate oral and written communication vehicles. (LP-3)
- Articulate the criteria to assemble a team with balanced capabilities and utilization of effective group processes to hold team members accountable individually and collectively for results. (LP-2)

At the conclusion of the course, students should meet the following objectives that relate to the designated competencies:

- Understand various human resource challenges that can be encountered in a variety of healthcare settings.
- Discuss human resource principles and concepts as they apply to organizations, including in health services organizations.
- Apply knowledge to understand, analyze and discuss common human resource issues in healthcare.

- Develop and implement human resource strategies that can be utilized to solve various management and operational issues.

### **Instructional Methods**

The course is housed in UF e-Learning in Canvas. The course will be taught primarily through a discussion and lecture format. Your participation in the class is vital to its success. I expect you to be prepared and ready to participate in each class. If voluntary participation lags, I will call upon students at random. As you learn about human resource management, you will learn to make good arguments from the view of the employer and the employee, even if you disagree with a particular point of view. By working through both sides of employment issues, you will be able to respond knowledgeably about HR management issues.

### **Blended Learning**

Throughout the semester several Blended Learning assignments will be uploaded in Canvas.

#### *What is blended learning and why is it important?*

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health professional.

#### *What is expected of you?*

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

## **DESCRIPTION OF COURSE CONTENT**

### **Topical Outline/Course Schedule**

All reading assignments including supplemental readings should be read prior to class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

<b>Week</b>	<b>Date</b>	<b>Topics &amp; Assignments</b>	<b>Readings</b>
<b>1</b>	<b>January 4</b>	Course Introduction & Syllabus Review The Role of HR, Manager in the Organization	Chapter 1,
<b>2</b>	<b>January 11</b>	Legal Rights and Responsibilities I: Laws Governing the Workplace <b>TA/Professor: HR Analysis #5, Extra 78</b>	Chapters 2, 3,
<b>3</b>	<b>January 18</b>	Legal Rights and Responsibilities II: Laws Governing the Workplace <b>TA &amp; Professor: Model Chapter Presentation</b> <b>Chapter 4, Quiz 2</b> <b>Team 12 HR Analysis #26</b>	Chapters 3, 4, 5

4	January 25	Legal Rights and Responsibilities III: Laws Governing the Workplace, Manager-Employee Relationship, Risk Management <b>Chapter Presentation</b> <b>Teams 1,2 – Chapter 5</b> <b>Team 12 HR Analysis #31</b>	Chapters 5, 6, 7
5	February 1	<b>TEST 1</b> Employee Training & Orientation Infographic, P3, or Paper <b>Chapter Presentation</b> <b>Teams 3 &amp; 4 – Chapter 7</b> <b>Team 10 HR Analysis #38</b>	Supplemental Readings Chapters 8, 9
6	February 8	Compensation, Benefits, and Appraisals <b>Chapter Presentations</b> <b>Teams 5 &amp; 6 – Chapter 8</b> <b>Teams 7 &amp; 8 – Chapter 9</b> <b>Team 9 HR Analysis #41</b>	Chapters 11,13
7	February 15	Recruitment and Interviewing <b>Chapter Presentations</b> <b>Teams 9 &amp; 10 – Chapter 11</b> <b>Teams 11 &amp; 12 – Chapter 13</b> <b>Team 8 HR Analysis #45</b>	Chapter 14
8	February 22	Managing Performance Issues, Discipline & Terminations Infographic, P3, or Paper <b>Chapter Presentations</b> <b>Teams 1 &amp; 2 – Chapter 14</b> <b>Team 7 HR Analysis #53</b>	Chapter 15
9	March 1	<b>TEST 2</b> Investigations, Turnover & Retention <b>Chapter Presentations</b> <b>Teams 3 &amp; 4 – Chapter 15</b> <b>Team 6 HR Analysis #55</b>	Chapter 19
10	March 8	<b>NO CLASS – UF Spring Break</b>	
11	March 15	Labor Unions w/ Lonn McDowell <b>Chapter Presentations</b> <b>Teams 9 &amp; 10 – Chapter 19</b> <b>Team 5 HR Analysis #64</b>	Chapter 16
12	March 22	Effective Documentation Infographic, P3, or Paper <b>Chapter Presentations</b> <b>Teams 5 &amp; 6 – Chapter 16</b> <b>Team 4 HR Analysis #65</b>	Chapter 17
13	March 29	Terminations, Reductions in Force *Chicago Date* <b>Chapter Presentation</b> <b>Teams 7 &amp; 8 – Chapter 17</b> <b>Team 3 HR Analysis #68</b>	Chapter 20 Supplemental Readings
14	April 5	Directions in Employee Relations <b>Chapter Presentation</b> <b>Teams 11 &amp; 12 – Chapter 20</b> <b>Team 2 HR Analysis #69</b>	Supplemental Readings
15	April 12	Leadership, Power and Politics <b>Team 1 HR Analysis #76</b>	Supplemental Readings
16	April 19	<b>TEST 3</b>	

### Course Materials and Technology

Textbook: L. Fleming Fallon, Jr. and Charles R. McConnell, *Human Resource Management in Health Care: Principles and Practice*. Second Edition. 2014. ISBN-13: 978-1449688837, ISBN-10: 1449688837

Online Resources:

*Society for Human Resource Management (SHRM)* - [www.shrm.org](http://www.shrm.org)

*Occupational Safety and Health Administration (OSHA)* – [www.osha.gov](http://www.osha.gov)

*US Department of Labor* – [www.dol.gov](http://www.dol.gov)

Additional Materials:

Selected supplemental case studies and human resources management articles will be posted on Sakai. You are responsible for all supplemental readings. Supplemental material will be discussed in class and included on tests.

PowerPoint presentations will be posted on the course website, however, will not always be available before class. Material provided in the PowerPoint presentations is intended to supplement the course material and information discussed in class.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### Tests

Generally, the tests are multiple choice format and may include questions requiring a short answer. The tested material includes the PowerPoints, lectures, class discussions, team presentations, assigned readings in the textbook and supplemental readings. The tests focus on the information presented since the previous test and are not cumulative. However, many of the concepts learned in the beginning of class are built upon and repeated or applied in subsequent tests.

#### Chapter Presentations Guidelines

Create and give a presentation (PowerPoint, iMovie, Moviemaker, etc.) which addresses the topics in your assigned chapters. The chapters are divided between two teams. The first team listed presents on the first half of the chapter and the other team presents on the second half. Reference the material in the textbook as needed. Areas to consider:

- Current issues that healthcare leaders need to know?
- Best practices that can be emulated by other organizations?
- Relevant laws and regulations to be considered?
- Incorporate material from the textbook and relevant examples, case studies or current events to determine what we can learn from the success or failures of others.

The presentation should be formatted as follows:

- Title slide (names, date, and topics)
- Learning objectives
- Presentation outline
- Presentation slides/images with APA in-text citations
- Current events, relevant case studies, and/or relevance to healthcare
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

Day of the presentation please provide:

- A printed hard copies of the presentation (6 slide handout or equivalent) to the TA and the professor at the beginning of class.

**After the presentation:**

- After receiving feedback submit the final copy (e.g., CH1\_Overview) of the presentation by Friday following class to be posted online by the TA.
- After receiving feedback submit a Word document (e.g., CH1\_DS) with two multiple choice questions for possible use on subsequent tests

The presentations will be evaluated in accordance with a rubric posted online. The presentation should last between 20 and 30 minutes (including a metacognition format question and answer period). Your presentation should add depth to the overview provided in the textbook and/or supplemental readings and to the overall learning experience of your classmates. The grade for the chapter presentation will be given to each member of the team

**HR Analysis**

Each team will be provided a two-sided employment scenario with limited facts. Each scenario will have accompanying questions to be researched and answered by the team. Research may include applicable laws, best practices, ethical considerations, current issues in employment and organizational behavior principals. On the assigned date, the team will present the scenario to the class and provide their summary of the issue based on the questions presented. Each member of the team should be prepared to answer additional questions from the class related to various aspects of the scenario. The team may use video segments, PowerPoint, or other media to the discussion. Additionally, the team must turn in at the beginning of class a paper copy of the questions and the team's answers. The paper should be two to four pages, double-spaced APA formatted and include a reference page. Make sure to cite all relevant cases or sources relied upon in the analysis. The grade for the HR analysis will be given to each member of the team. The HR analysis will be evaluated based on a rubric posted online. In some cases, there is no "right" answer. For any answer that is chosen or argued, justify your answer in the law or sound, ethical reasoning. Also, your answers should be consistent with any of your assumptions (which should be stated clearly in the paper and your presentation), and consider the precedent of your decision making.

**Quizzes**

Quizzes are to be completed online via the course website on Canvas. Quizzes must be completed individually with no aids and will be random in class or posted in Canvas. Disallowed aids include but are not limited to class notes, books, online resources, or other people. Students may not discuss any aspect of a quiz with classmates or others until after the quiz due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported via email to the TA prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise

**Professionalism & Participation**

Your participation in the class is vital to its success. I expect you to be prepared and ready to participate in each class. If voluntary participation lags, I will call upon students at random. As you learn about human resource management, you will learn to make good arguments from the view of the employer and the employee, even if you disagree with a particular point of view. By working through both sides of employment issues, you will be able to respond knowledgeably about HR management issues. Grading for the category is as follows the average student score for class participation will be 8.5 out of 10 points. The TA and professor will randomly pick days for grading participation and higher grades are reserved for those students who make regular and insightful commentary with respect to class discussion. Lower grades are reserved for those who do not show up and/or when present have nothing of importance to say or seem preoccupied with their phone or other electronic devices. Part of the professionalism grade covers the electronics policy for discussions and presentations. Professionalism & Participation is an expectation and monitoring these policies should be minimal because the focus needs to be on instruction. Therefore, since the learning process is a team effort, if the TA or professor see two-three individuals violating the electronics policy the cohort will have point reductions on a P&P grade, this alleviates having to stop instruction. If an individual is continually violating the policy, they will see a substantial reduction in their P&P grade.

**Grading:**

Requirement	Due	%	Competencies
Tests 1-3	Times and dates posted in Canvas	30	Test 1: HOP-4, HEC-2 Test 2: HOP-4, HEC-2 Test 3: HOP-3, HOP-4
Presentations: Chapter, Videos, P3s, Papers	Times and dates posted in Canvas	25	LP-2, LP-3
Projects: HR/Disciplinary Analysis, Short Papers, Infographics	Times and dates posted in Canvas	15	LP-2, LP-3
Discussion boards	Times and dates posted in Canvas	10	HOP-4, HEC-2
Quizzes	Random in-class and some dates posted in Canvas	10	HOP-4, HEC-2
Attendance	Assigned class dates	5	
Professionalism & Participation	Assigned class dates	5	LP-2

Point system used (i.e., how do course points translate into letter grades). The cutoff point for an A is 93.00 not 95.00. Since 7 points is a generous spread for an A there will be no rounding for other grade increments, for example a 92.99 is an A-.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Exam Policy****Policy Related to Make up Exams or Other Work**

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**Policy Related to Required Class Attendance**

Class attendance is a critical component of the learning process; therefore, attendance is mandatory.

Attendance will be taken every class and recorded in Canvas.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

#### Electronic Device Policy

##### Electronic Devices:

Use of electronic devices (laptops, tablets, and cell phones) is not permitted during presentations, discussions, and other specific in-class activities (see below: *Distractions on Demand*). The necessity of classroom interaction in this course negates the usefulness of electronic devices as a note-taking device. The use of your electronic device during class can also prove distracting to your classmates, so please refrain from using your electronic device during class. See professionalism and participation for consequences if these guidelines are not followed.

When use of electronic devices is permitted please adhere to the following-

- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson.

##### *Distraction on Demand*

Recent studies have found that students who multitasked on a laptop during a lecture scored lower on tests compared to those who did not multitask (Fried, 2008). Plus, students taking notes with pen and paper scored higher on tests than students taking notes with their laptops (Heath, 2014). Not only does multitasking lower the test score for the multitasker, but the student in direct view of their content also scored lower than those who were not (Sana, Weston, & Cepeda, 2013). Also, texting has been shown to be cognitively distracting resulting in lower percent of correct responses (Dietz & Henrich, 2014).

##### Reference:

Dietz, S., & Henrich, C. (2014). Texting as a distraction to learning in college students. *Computers in Human Behavior*, 36, 163–167. <https://doi.org/10.1016/j.chb.2014.03.045>

Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906–914. <https://doi.org/10.1016/j.compedu.2006.09.006>

Heath, B. (2014, February 18). Laptop use can distract more than user. *The Collegian*. Retrieved from <http://collegian.tccd.edu/?p=19665>

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, 62, 24–31. <https://doi.org/10.1016/j.compedu.2012.10.003>

##### **Attendance:**

Students are expected to arrive for class on time, be prepared and ready to participate in class discussions. Class attendance is a critical component of the learning process; therefore, attendance is mandatory. Attendance will be taken every class and recorded in Canvas. A sign-in sheet will be circulated at or near the beginning of class. You are responsible for signing in each class whether you arrive on time or late. If you miss class chapter reviews need to be submitted before the next class. Personal issues related to class attendance or fulfillment of course requirements will be handled individually. Extra credit is available because

three absences have been worked into the roll call grade. After the fourth absence, formal documentation will be required for each instance for review of compliance with the UF policy for excused absences.

### **Make-up Work**

It is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. Also, if you miss a class you will need to submit chapter reviews before the next class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

### **Late Policy:**

Only with permission and based on exigent, excusable circumstances will I accept late assignments. I reserve the right to penalize late assignments as deemed appropriate.

### **Communication Guidelines**

If you anticipate turning in an assignment late, notify the TA with as much advanced notice as possible.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **College of Public Health and Health Professions Inclusive Learning Environment:**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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