

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6342: Human Resource Management for Health Services Managers
(3 credits)
Spring 2025
Delivery Format: On-Campus

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PURPOSE AND OUTCOME

Course Overview

This course provides a foundation of 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, 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

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. (HEC-2, HOP-2)
- Discuss human resource principles and concepts as they apply to organizations, included in health services organizations. (HOP-3)
- Apply knowledge to understand, analyze and discuss common human resource issues in healthcare. (HEC-2, HOP-2)
- Develop and implement human resource strategies that can be utilized to solve various management and operational issues. (HOP-3)

Course Competencies

The above 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:

- Analyze and synthesize government policies, laws, and regulations that affect the health care environment. (HEC-2)
- Understand diversity, equity, and inclusion and the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services. (HOP-2)
- Incorporate principles and tools of human resource management, organizational behavior and change management to achieve organizational goals. (HOP-3)

Objectives Matched to Competencies

Course Objectives	MHA Program Competency
Understand various human resource challenges that can be encountered in a variety of healthcare settings.	Analyze and synthesize government policies, laws, and regulations that affect the health care environment. (HEC-2) Understand diversity, equity, and inclusion and the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services. (HOP-2)
Discuss human resource principles and concepts as they apply to organizations, included in health services organizations.	Incorporate principles and tools of human resource management, organizational behavior and change management to achieve organizational goals. (HOP-3)
Apply knowledge to understand, analyze and discuss common human resource issues in healthcare.	Analyze and synthesize government policies, laws, and regulations that affect the health care environment. (HEC-2) Understand diversity, equity, and inclusion and the cultural, ethnic, and social characteristics that can affect the design and delivery of programs and services. (HOP-2)
Develop and implement human resource strategies that can be utilized to solve various management and operational issues.	Incorporate principles and tools of human resource management, organizational behavior and change management to achieve organizational goals. (HOP-3)

Instructional Methods

The course will be taught primarily through 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.

DESCRIPTION OF COURSE CONTENT

Course Schedule & Assignments

All reading assignments, including any 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.

- Instructor presentations are in **Red**
- Team Chapter Presentations are in **Blue**
- Team HR Analyses are in **Green**
- Announcements and Tests are in **Black**

Week	Date	Topics & Assignments	Chapter Readings
1	1/13/2025	Syllabus Review Introduction Legal Aspects	1, 3
2	1/20/2025	No Class - Martin Luther King Day	
3	1/27/2025	Safety Requirements Strategic HR Team 1 Chapter 2	2
4	2/3/2025	Relations Team 2 Chapter 4 Team 3 Chapter 5	4, 5
5	2/10/2025	Job Design Team 7 Chapter 6 Team 8 Chapter 7 Team 4 HR Analyses	6, 7
6	2/17/2025	Test 1 Team 9 Chapter 8 Team 4 Chapter 9 Team 5 HR Analyses	8, 9

7	2/24/2025	Compensation Team 5 Chapter 10 Team 6 HR Analyses	10
8	3/3/2025	Benefits Team 6 Chapter 11 Team 7 HR Analyses	11
9	3/10/2025	Recruitment Team 1 Chapter 12 Team 2 Chapter 13 Team 9 HR Analyses	12, 13
10	3/17/2025	UF Spring Break - No Class	
11	3/24/2025	Test 2 Performance Team 3 Chapter 14 Team 7 Chapter 15	14, 15
12	3/31/2025	Retention Team 8 Chapter 16 Team 9 Chapter 17	16, 17
13	4/7/2025	Team 4 Chapter 18 Team 5 Chapter 19 Team 8 HR Analyses	18, 19
14	4/14/2025	Unions Team 6 Chapter 20 Team 1 HR Analyses	20
15	4/21/2025	Test 3 Team 2 HR Analyses Team 3 HR Analyses	

Tests:

The tests are multiple-choice and/or True/False format and may include questions requiring a short answer. The tested material includes the power points, lectures and discussions, team presentations, and the assigned readings in the textbook and any supplemental readings. The tests focus on the information presented since the previous test; meaning, the tests are not cumulative. However, the concepts learned in the beginning of class are built upon and may be considered in subsequent tests. Each of the three tests are equal to a total of 10 points (A total of 30 testing points are available).

Chapter Presentations:

Create and give a Power Point presentation that addresses the topics in your assigned chapters (two chapters per team for the semester). Reference the material in the textbook as needed. Consider:

- What are the current issues that healthcare leaders need to know?

- What are some best practices that can be emulated by other organizations?
- What are the 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
- Current events, relevant case studies, and/or relevance to healthcare
- Conclusion
- Reference Slide(s)

You should provide me with:

- A copy of the presentation before, or at the beginning of class.
- Email me the final copy of the presentation by Friday following class to be posted online.

The presentations will be evaluated in accordance with a rubric posted on Canvas. The presentation should last approximately 30 minutes (including a 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. Each of the two chapter presentations is equal to 20 points (*A total of 40 chapter presentation points are available*).

HR Analyses:

Each team will be provided with two employment scenarios (case studies) 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 principles. On the assigned date, the team will present both of their scenarios to the class and provide their summary of the issues 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 their scenarios. The team may use power point to help facilitate the discussion. Make sure to cite relevant cases or sources relied upon in the analysis.

The grade for the HR analyses will be given to each member of the team. The HR analyses will be evaluated based on a rubric posted on Canvas. 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 your presentation) and consider the precedent of your decision-making. Each of the two HR analyses are equal to 5 points (*A total of 10 HR analysis points are available*).

Class Participation:

During each classroom meeting, two students (from the total class roster) will be randomly chosen to ask a question or make a comment about the information discussed during class. Each student will be chosen twice during the semester. If a student is randomly chosen, but has obtained an excused absence from class, they will be eligible to be chosen for a future class. Each of the two classroom questions are equal to 5 points (*A total of 10 class participation points are available*).

Team Participation:

At the conclusion of the semester, I will ask each student to complete an assessment of the contributions of your teammates. If a team member receives particularly low assessments from their team members, I reserve the right to lower a student’s team member participation grade if significant issues are reported. (*A total of 10 team participation points are available*).

Course Materials and Technology

Course Textbook:

Charles R. McConnell, *Human Resource Management in Health Care: Principles and Practice*. Third Edition. 2021.

Online Resources:

Society for Human Resource Management (SHRM) - www.shrm.org
Occupational Safety and Health Administration (OSHA) – www.osha.gov
US Department of Labor – www.dol.gov

Additional Materials:

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

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

ACADEMIC REQUIREMENTS AND GRADING

Assignment/Course Grading

Assignment	Points	Competency
Test 1	10	HEC-2, HOP-2, HOP-3
Test 2	10	HEC-2, HOP-2, HOP-3
Test 3	10	HEC-2, HOP-2, HOP-3
1st Chapter Presentation (Team)	20	HEC-2, HOP-2, HOP-3
2nd Chapter Presentation (Team)	20	HEC-2, HOP-2, HOP-3
HR Analyses (Team)	10	HEC-2, HOP-2, HOP-3
Classroom Participation	10	HEC-2, HOP-2, HOP-3
Team Participation	10	HEC-2, HOP-2, HOP-3
Total Points	100	

Grade Distribution

Point system used (i.e., how course points translate into letter grades).

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	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.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4	3.67	3.33	3	2.67	2.33	2	1.67	1.33	1	0.67	0	0	0	0	0

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.

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>

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

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>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior:

Students are expected to arrive for class on time, be prepared and ready to participate in class discussions. Students must silence all electronic devices, including cell phones. I reserve the right to limit the use of electronic devices, such as tablets and laptops in the classroom.

Attendance and Make-up Work:

Students are expected to attend and be prepared for all scheduled class sessions. Personal issues related to class attendance or fulfillment of course requirements will be managed individually. Please notify the instructor before a planned absence to avoid a reduction in the Class Participation grade described above.

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. If you anticipate turning in an assignment late, notify me 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.
