DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY
Course Syllabus
EMHA 719 – Operations & Quality Management of Health Services

Course Information:
The overall goal of the course is to provide an advanced framework for operations and quality management in health care. Operations Management studies the design, enhancement, and management of the processes that transform inputs into finished goods or services. This course focuses on trends in processes, along with tools to improve healthcare operations, with specific focus on the use of analytical methods and techniques deployed in today's dynamic healthcare environment. Topics include operations organizational structure and leadership roles, delivery system reform, patience experience, staffing, quality management, rural healthcare, mHealth, change management, technology and Corporate Social Responsibility (CSR). The level of analyses varies considerably, from operations strategy to daily control of business processes. The objective of this course is to elevate students' decision making skills relative to addressing today's most pressing operational challenges to meet regulatory requirements and deliver the highest levels of patient satisfaction. The fundamentals of project management, evaluation of quality and quality measures and principles of quality improvement will be introduced to professional students already working in health care. In addition, the course provides participants an opportunity to integrate the knowledge and experience they have acquired in previous courses and health care organizational settings into a broad theory of management highly relevant in today's health care market place.
3 credit hours

EMHA Competencies:
B1.   Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups of all sizes).
B2.   Work effectively in a culturally diverse environment.
C1.   Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors; live and communicate organizational values)
C3   Participate in and lead team activities that demonstrate collaborative group effort and effective group processes, including the ability to hold team members accountable individually and collectively.
C5   Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations, and demonstrate an ability to successfully cope with diverse populations and in uncertain environments.)
C6.   Planning and implementing change.
D3.   Problem-solving and decision-making (Formulate questions and apply models to address issues and problems.)

D4.   Time Management (Ability to balance multiple tasks and responsibilities; set and meet deadlines and effectively multi-task with simultaneous projects.)

Course Learning Objectives:
Upon completion of the course, it is expected that students will be able to:
1. Review top issues affecting health care operations, and understand the role of Chief Operating Officers in creating and executing strategies to effectively address these issues.
2. Provide an advanced understanding of service delivery dynamics and reform and operational issues in the health care industry.
3. Comprehend principles and concepts in evidence-based medicine, and clinical engagement in defining and measuring quality, and interacting with key stakeholders. Assess the role of team dynamics, finances, staffing issues, and competition in driving patient satisfaction and meeting regulatory requirements.
4. Examine approaches to quality management, including Root Cause Analysis (RCA), Kaizen and Six Sigma to improve quality and patient safety.
5. Demonstrate the use of process tools in project management, quality measurement and improvement.
6. Discuss the use of quality improvement and source of benchmarking data to meet compliance requirements.
7. Describe the design, implementation and assessment of process improvement and patient flow in hospital operations, the science of operations management, scheduling, wait times and capacity management.
8. Value the complexity of change management and how to integrate process management to successfully drive change.
9. Evaluate trends in health care supply chain management, including value-based purchasing and Group Purchasing Organizations (GPOs).
10. Apply course concepts to a final paper, focusing on enhancing Nevada's health care rankings.
11. Recognize access and operating issues for rural and small practices, and how technology advances are solving these challenges.
12. Determine role of social media and sustainability in building a corporate social responsibility brand.
13. Apply and integrate course concepts to a case study in health care operations quality.

Optional Supplemental Text for Reference:
Operations Management in Healthcare: Strategy and Practice (2016).
by Michael Waldrum MD MSc MBA, Dr. Corinne Karuppan PhD CPIM
and Dr. Nancy Dunlap MD Ph.D. MBA.
ISBN-13: 978-0826126528
ISBN-10: 0826126529

Grading Scale:

Points in %	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
<70	F

Grading Components:

See Course Schedule for due dates for all assessments and other assignments.
Total Points available for the course: 1000 pts.

Item	Number of Units	Points per Unit	Total
Discussion Boards	14	40	560
Individual Assignments/Reflections	6	40	240
Final Project (group)	1	200	200
Total			1000

Assignment Overviews:

Detailed instructions for each assignment will be provided in Assignment document posted in "Let's Get Started" tab on WebCampus.

Note: Each week, you must read all assigned readings and review posted media, and follow directions posted in Actions. APA required. See rubrics for grading criteria prior to starting assignments. Syllabus subject to change, at sole discretion of faculty. Any syllabus changes will be posted in WebCampus.

Expectations of Students:

First, I highly encourage all of you to familiarize yourself with the deadlines detailed within the course syllabus, *particularly* as they pertain to assigned readings, assignment deadlines & discussion postings. Unit weeks run Monday through Sunday. I cannot say enough about the importance of being timely in your postings and actually reading the course content. Without an ability to 'work the blackboard' for you, the discussions and readings will form the fundamental underpinning off of which all of our substantive learning and projects will build. I have limited the number of discussion questions to one per week (except for week 2) and I will leave the assignments folder open for one (1) week – 7 days - past the assignment due date. Beyond that date, the assignment will be closed. ___**HOWEVER, any assignments that are posted late without prior coordination with me will have points deducted (5% per day) up to a maximum reduction**___

of 35% after which a zero will be entered in the gradebook. ALL assignments must be turned in by 16 Dec. 2017 as the last day of the course.

Second, as a community of learners you have a responsibility to engage your fellow classmates in substantive discussion on the topics of the course. Please note that *your discussion effort constitutes 55% of your overall grade*. At a minimum, I expect each of you to make one substantive posting per week to the posted question. By 'substantive' I mean discussion that is value added to the course and not simply a restatement of prior messages and/or simple agreement with what was being said. In general, initial responses to the discussion question should be around 250-300 words and should address the question specifically with appropriate citations in APA format. Posts should apply and analyze the topics and content covered in the course. The discussions should reflect knowledge of the material that relates to the topic. Discussions should not exceed 500 words. Grading will be based upon the "Discussion Board Rubric". **Please post your discussion questions by <u>Wednesday at 11:59 pm</u>**. The key to these discussions is to post in enough time to allow others to read and respond to your thoughts. It does not do anybody any good to post at the end of the week when most of us (myself included) are focused on the following week's requirements. **You are also expected to respond to <u>at least</u> two of your peers by <u>Sunday of each week a 11:59 pm</u>**. With this in mind, I encourage challenging discussions of between 150-200 words. I believe that professional disagreement does not mean disrespect and may be the most valuable tool in our educational arsenal. Challenge your fellow learners in substantive debate. **However, all interactions in this course room are expected to remain professional.**

Third, in construction of your assignments and discussions, please err on the side of caution. I highly encourage a brief review of the student handbook for information on plagiarism and penalties for violating the <u>Academic Integrity Policy</u>. Please, please, **PLEASE** do NOT copy work directly from the internet, or any other source, and submit it as your own. Exercise that grey matter and develop your own work. I also frown on wholesale quotes from a paper however well cited – called 'patchworking' in some circles. Again, use your skills to paraphrase and synthesize relevant ideas into your own work. Please use APA citation format for your sources in the discussion threads and in projects.

Additional Considerations:

      Program Use of Student Work: Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

      Other UNLV Policies: You are also responsible for reviewing and complying with the policies found within "Syllabi Appendix: General University Policies and Resources 2017-18", found on WebCampus.

      EMHA Community: Visit the EMHA Community on WebCampus for a wide range of resources and policies pertaining to the program.

Course Schedule:

Week of	Topics & Assignments (due by midnight)	Readings/Media
WEEK 0 Immersion Session 08/23/17	**Intro. Webinar: Syllabus Review & Faculty Expectations**	☐ Fall 2017 Immersion – BHS 131 3:55 – 4:45 pm PDT Dr. Brezinski to join via Webinar
Module 1	**Health Care Operations and Deliver Systems**	
WEEK 1 Start date 08/28/17	**Introduction to Healthcare Operations & Quality** - Top Industry Issues	Resources: ☐ Ahmadzai, S. et. al., (2015) Industry study final report healthcare. *The Dwight D. Eisenhower School for National Security and Research Strategy, National Defense University, Fort McNair, Washington, D.C.* ☐ Top health industry issues of 2017 (2016). PwC Retrieved from https://www.pwc.com/us/en/health-industries/pdf/pwc-hri-top-healthcare-issues-2017.pdf ☐ Top issues confronting hospitals in 2016 (2016). ACHE. Retrieved from http://www.ache.org/PUBS/research/ceoissues.cfm
08/30/17	*DB Post*	☐ Initial post
09/03/17	*DB Replies*	☐ Respond to two peers on their DB posts.
WEEK 2 09/04/17	**Hospital Leadership Roles and Perspectives** - The Role of the COO - Success of a New CEO - Hospital Leaders' Perspectives - Leadership & Top Employer Status - Ethical Roadmap - The Board of Directors	Resources: ☐ Buchanan, H. (2010). A day in the life of a hospital chief operating officer. Retrieved from http://medcenterblog.org/2010/04/a-day-in-the-life-of-a-hospital-chief-operating-officer/ ☐ Normington (2013). Helping a new CEO to succeed. Retrieved from http://www.trusteemag.com/articles/653-helping-a-new-ceo-to-succeed ☐ Rechtoris, M. (2016). Hospital leaders with 10+ years of experience share pearls of wisdom. *Becker's Hospital Review.* Retrieved from http://www.beckershospitalreview.com/hospital-management-administration/hospital-leaders-with-10-years-of-experience-share-pearls-of-wisdom.html ☐ Wade, R. (2008). Success with staff: How to become a top employer. *Hospitals and Health Networks.* ☐ Cline, C., Frolic, A. & Sibbald, R. (2012). Beyond trail blazing: A roadmap for new healthcare ethics leaders (and the people who hire them). *HEC Forum, 25*, 211-227. doi: 10.1007%2Fs10730-012-9195-8.

		☐ Fox Garrity, B. (2015). Trustees versus directors. Whom do they serve? Boards, for-profits and the public good in the United States. *Higher Education Quarterly, 69*(1), 37-57.
09/06/17	***DB Post***	☐ Initial Post
09/10/17	***DB Replies***	☐ Respond to two peers on their DB posts.
09/10/17	***Indiv. Assign. #1***	☐ Overview of your organization's leadership structure.
WEEK 3 09/11/17	**Delivery System Models Under Reform** - Implementing Reform - ACO's - Institutional Environment Impacts - Shared Services	☐ Fisher, E., Shortell, S.& Savitz, L. (2016). Implementation Science: A potential catalyst for delivery system reform. *JAMA, 315*(4), 339-340. ☐ Kreimer, S. (2014). ACO's: Multi-year transition requires an overhaul to healthcare delivery. *Medical Economics*, 18-21. ☐ Lockett, K. (2014). Integrating hospital and physician revenue cycle operations. *Healthcare Financial Management, 38-41*. ☐ Lee, S., Abbey, J., Heim, G. & Abbey, D. (2016). Seeing the forest for the trees: Institutional environment impacts on reimbursement processes and healthcare operations. *Journal of Operations Management, 47-48*, 71-79. ☐ Wallace, B. (2011). The value of shared services. *Healthcare Financial Management*, 68-62.
9/13/17	***DB Post***	☐ Initial Post
9/17/17	***DB Reply***	☐ Respond to two peers on their DB posts.
WEEK 4 09/18/17	**Supply Chain Operations in the Age of the GPO** - Value-based Purchasing - Merger Impact - GPOs - Performance Management System	☐ Ramirez, A. G., Tracci, M. C., Stukenborg, G. J., Turrentine, F. E., Kozower, B. D., & Jones, R. S. (2016). Physician-owned surgical hospitals outperform other hospitals in the medicare value-based purchasing program. *Journal of the American College of Surgeons, 7*(14). ☐ Lagasse, J. (2016). In age of mergers, hospitals get strategic with medical supply purchasing. *Healthcare Finance News*. Retrieved from http://www.healthcarefinancenews.com/news/age-mergers-hospitals-get-strategic-medical-supply-purchasing ☐ Goodbaum, B. (2015). Streamlining the hospital supply chain: Just what the doctor ordered. Inbound Logistics. Retrieved from http://www.inboundlogistics.com/cms/article/streamlining-the-hospital-supply-chain-just-what-the-doctor-ordered/ ☐ Laihonen, H. & Pekkola, S. (2016). Impacts of using a performance measurement system in supply chain management: A case study. *International Journal of Production Research, 54*(18), 5607-5617.
9/20/17	***DB Post***	☐ Initial Post
9/24/17	***DB Reply***	☐ Respond to two peers on their DB posts.
9/24/17	***Indiv. Assign. #2***	☐ Knowledge Transfer Paper
Module 2	**Patient Experience & Quality Programs**	

WEEK 5 9/25/17	**Patient Experience Part I – Balancing Empathy and Compliance** - Empathy - HCAHPS	☐ Video: Empathy: The human connection to patient care (2013). Cleveland Clinic. Retrieved from https://www.youtube.com/watch?v=cDDWvj_q-o8&t=79s ☐ Jones, C. (2017). Gallery: 9 nurses who bring care and compassion to the US health system. Retrieved from http://ideas.ted.com/gallery-9-nurses-who-bring-care-and-compassion-to-the-us-health-system/ ☐ HCAHPS Regulator Survey. Press Gainey. Retrieved from http://www.pressganey.com/solutions/service-a-to-z/hcahps-regulatory-survey ☐ Rodak, S. (2012). Four strategies to boost hospitals' HCAHPS scores. Becker's Healthcare. Retrieved from http://www.beckershospitalreview.com/quality/4-strategies-to-boost-hospitals-hcahps-scores.html
9/27/17	*DB Post*	☐ Video reflection.
10/1/17	*DB Reply*	☐ Respond to two peers on their DB posts.
WEEK 6 10/2/17	**Patient Experience Part II - Financial Impacts** - Patient Profitability - LOS and Patient Satisfaction Correlation - Patient-reported Outcomes - Boards' Impact on Patient Care	☐ Richter, J. & Muhlestein, D. (2017). Patient experience and hospital profitability: Is there a link? *Wolters Kluwer Health, Inc., July-Sept.* ☐ Cohen, D. & Hoffman, P. (2003). When putting patients first fits the bill. *Healthcare Financial Management, Sept.* ☐ Borghans, I., Kleefstra, S., Kool, R. & Westert, G. (2012). Is the length of stay in hospital correlated with patient satisfaction? *International Journal for Quality in Health Care*, 24(5), 443-450. ☐ Baumhauer, J. & Bozic, K. (2016). Value-based healthcare: Patient-reported outcomes in clinical decision making. *Clinical Orthopaedic and Related Research, 474*, 1375-1378. ☐ Mannon, R., Davies, H.T.O., Jacobs, R., Kasteridis, P., Millar, R. & Freeman, T. (2017). Do hospital boards matter for better, safer patient care? *Social Science and Medicine, 177*, 278-287.
10/4/2017	*DB Post*	☐ Initial Post
10/8/2017	*DB Reply*	☐ Respond to two peers on their DB posts.
10/8/2017	*Indiv. Assign. #3*	☐ Board Competencies
WEEK 7 10/9/17	**Staffing Issues - Challenges, Impacts and Opportunities** - Burnout & Job Satisfaction - Burnout and Quality of Care - Teams and their Linkage to Outcomes	☐ Tarcan, M., Hikmet, N., Schooley, B., Top, M. & Yorgancioglu Tarcan, G. (2017). An analysis of the relationship between burnout, socio-demographic and workplace factors and job satisfaction among emergency department health professionals. *Applied Nursing Research, 34*, 40-47. ☐ Luther, L., Fukui, S., Rollins, A., Gearhart, T., Morse, G. & Salyers, M. (2016). Working overtime in community mental health: Associations with clinician burnout and perceived quality of care. *Psychiatric Rehabilitation Journal, 40*(2), 252-259.

	- Inter-professional - Development	☐ Ulrich, B. & Manning Crider, N. (2017). Using teams to improve outcomes and performance. *Nephrology Nursing Journal, 44*(2), 141-151 ☐ Jung, B., Salfi, J., Konigsberg, E., Patterson, C., Schaible, G. and Shkimba, M. (2017). Bridging the divide: Interprofessional education in complementary and alternate healthcare. EXPLORE, 13(2), 129-131.
10/11/17	*DB Post*	☐ Initial Post
10/15/17	*DB Reply*	☐ Respond to two peers on their DB posts.
WEEK 8 10/16/17	**Process Management & Quality Programs** - Six Sigma - Kaizen	☐ Liberatore M. J. (2013). Six sigma in health care delivery. *International Journal of Health Care Quality Assurance, 26*(7), 601-626. ☐ Ettinger, W. & Van Kooy, M. (2003). The Art and science of winning physician support for six sigma change. *The Physician Executive, Sept-Oct.* ☐ Mazzocato, P., Stenfors-Hayes, T., von Thiele Schwarz, U., Hasson, H. & Nystrom, M. Kaizen practice in healthcare: a qualitative analysis of hospital employees' suggestions for improvement. *MMJ Open, 6*, 1-9. Doi:10.1136/bmjopen-2016-012256
10/18/17	*DB Post*	☐ Initial Post
10/22/17	*DB Reply*	☐ Respond to two peers on their DB posts
10/22/17	*Indiv. Assign. #4*	☐ Six Sigma and Kaizen Analysis
WEEK 9 10/23/17	**Quality Data Reporting and Improvement Failures** - The Infallibility of Clinicians - Error Reporting & Disclosure Systems - Impact of Competition on Quality - Baldrige - Balanced Scorecard - Improvement Failures	☐ Goldman, B. (2011). Doctors make mistakes. Can we talk about that? TedTalk. Retrieved from https://www.ted.com/talks/brian_goldman_doctors_make_mistakes_can_we_talk_about_that ☐ Weissman, J., Annas, C., Epstein, A., Schneider, E., Clarridge, B., Kirle, L., Gatsonis, C., Feibelmann,S. & Ridley, N. (2005). Error reporting and disclosure systems. Views from hospital leaders. *American Medical Association, 293*(11), 1359-1366. ☐ Palangkaraya, A. & Yong, J. (2013). Effects of competition on hospital quality: An examination using hospital administrative data. *European Journal of Health Economics, 14*, 415-428. ☐ Review Website: Baldrige National Quality Program – 2015-2016 Baldrige Excellence Framework (Health Care) http://www.nist.gov/baldrige/publications/hc_criteria.cfm ☐ Review Website: Balanced Scorecard - http://balancedscorecard.org/ ☐ Longenecker, C. & Longenecker, P. (2014). Why hospital improvement efforts fail: A view from the front line. *Journal of Healthcare Management, 59*(2), 147-157.

10/291/7	*No DB Post/Replies*	☐ Read and reflect on this week's resources.
Module 3	**Quality Management in Delivery Settings**	
WEEK 10 10/30/17	**Delivery Settings Challenges & Opportunities** - Operating Room Capacity Management - Emergency Department - Flexibility - Quality in Environmental Design	☐ Fugener, A., Schiffels, S. & Kolisch, R. (2017). Overutilization and underutilization of operating rooms – insights from behavioral healthcare operations management. *Health Care Management Science, 20*, 115-128. doi:10.1007/s10729-015-9343-1 ☐ Ward, M., Ferrand, Y., Laker, L., Froehle, C., Vogus, T., Dittus, R., Kripalani, S. & Pines, J. (2015). The nature and necessity of operational flexibility the emergency department. *Annals of Emergency Medicine, 65*(2), 156-161. ☐ Guenther, R. (2015). Why hospitals are making us sick. TedMed. Retrieved from https://www.youtube.com/watch?v=HsOiDw2iDjA
11/1/17	*DB Post*	☐ Initial Post
11/5/17	*DB Reply*	☐ Respond to two peers on their DB posts
11/5/17	*Indiv. Assign. #5*	☐ Video reflection
WEEK 11 11/6/17	**Quality Management in Support Services** - Nutrition and Quality of Care - Foodservices and Patient Experience - Environmental Services - Facilities Management - Hospitality in Health Care	☐ Tappenden, K., Quatrara, B., Parkhurst, M., Malone, A., Fanjang, G. & Ziegler, T. (2013). Critical role of nutrition in improving quality of care: An interdisciplinary call to action to address adult hospital malnutrition. *MEDSURG Nursing, 22*(3), 147-165. ☐ Aase, S. (2011). Hospital foodservice and patient experience: What's new? *Journal of the American Dietetic Association,* ☐ Pyrek, K. (2014). Quality improvement in environmental services: Sustaining gains requires collaboration, communication. Retrieved from http://www.infectioncontroltoday.com/articles/2014/09/quality-improvement-in-environmental-services-sustaining-gains-requires-communication-collaboration.aspx#content ☐ Lucas,J., Bulbul, T., Thabet, W. & Anumba, C. (2013). Case analysis to identify information links between facility management and healthcare delivery information in a hospital setting. *Journal of Architectural Engineering, 19*(2), 134-145. ☐ Suess, C. & Mody, M. (2016). Hospitality healthscapes: A conjoint analysis approach to understanding patient responses to hotel-like hospital rooms. *International Journal of Hospitality Management, 61,* 59-72.
11/8/17	*DB Post*	☐ Initial Post
11/12/17	*DB Reply*	☐ Respond to two peers on their DB posts
Module 4	**Rural Healthcare, Change Management & CSR**	

WEEK 12
11/13/17
	**Rural Health &
	Small Practice
	Issues**
	- Rural Health
	  Care
	- Administrative
	  Challenges
	- Small Practice
	  Survival
		☐ Video: Panjabi, R. (2017). TedTalk – No one should die because they live too far from a doctor. Retrieved from https://www.ted.com/talks/raj_panjabi_no_one_should_die_becau se_they_live_too_far_from_a_doctor
		☐ Buzza, C., Ono,., Wittrock, S., Turvey, C., Wittrock, S., Noble, M., Reddy, G., Kaboli, P. & Schacht Reisinger, H. (2011). Distance is relative: Unpacking a principal barrier in rural healthcare. *Journal General Internal Medicine, 26*(2), S648-S654.
		☐ Diaz, A., Hales, J., Massi, F., Olson, C. & Schutak, J. (2004). Business-office challenges of small and rural hospitals. *Healthcare Financial Management, April.* Retrieved from http://ezproxy.library.unlv.edu/login?url=https://search.proquest.c om/docview/196372469?accountid=3611
		☐ Groves, N. (2013). Collaboration: A key to small practice survival. *Medical Economics – July 25.* Retrieved from http://ezproxy.library.unlv.edu/login?url=https://search.proquest.c om/docview/1426037169?accountid=3611

11/15/17	*DB Post*	☐ Initial Post
11/19/17	*DB Reply*	☐ Respond to two peers on their DB posts
11/19/17	*Indiv. Assign. #6*	☐ Video reflection

WEEK 13
11/20/17
	mHealth
	- Pharmacy
	  Technology
	- Biometric
	  Readers
	- mHealth
	  Scaling Failures
		☐ Milliorn, K. (2016). 5 trends in pharmacy automation. *H&HN, December.* Retrieved from http://ezproxy.library.unlv.edu/login?url=https://search.proquest.c om/docview/1854174729?accountid=3611
		☐ Stempniak, M. (2014). High-tech fingerprint readers help avoid identity theft, prescriptions drug abuse. *H&HN, December.* Retrieved from http://ezproxy.library.unlv.edu/login?url=https://search.proquest.c om/docview/1637635041?accountid=3611
		☐ Sundin, P., Callan, J. & Mehta, K. (2016). Why do entrepreneurial mHealth ventures in the developing world fail to scale? *Journal of Medical Engineering & Technology, 40*(7-8),444-457.

11/22/17	*DB Post*	☐ Initial Post
11/26/17	*DB Reply*	☐ Respond to two peers on their DB posts
11/26/17	**Assignment**	☐ Work on Final Project. Download Case Study for Final Project with this unique link: http://cb.hbsp.harvard.edu/cbmp/access/66122794 Note: only one download is available for each student. Do not attempt to download more than once. Save file as soon as you download.
WEEK 14 11/27/17	**Health Care Change Management**	☐ Jacquin, L. (2014). A strategic approach to healthcare transformation. *Healthcare Financial Management – April.* Retrieved from

	- Strategic - Transformation - Change Management - Creativity in Practice - Transforming Environmental Services	http://ezproxy.library.unlv.edu/login?url=https://search.proquest.com/docview/1518868292?accountid=3611 ☐ Giniat, E., Benton, B., Biegansky, E. & Grossman, R. (2012). People and change management in an uncertain environment. *Healthcare Financial Management, October.* Retrieved from http://ezproxy.library.unlv.edu/login?url=https://search.proquest.com/docview/1266005971?accountid=3611 ☐ Nemhard, I. & Lee, Y. (2017). Time for more creativity in healthcare management research and practice. *Healthcare Management Revenue, 42*(3), 191. Retrieved from http://journals.lww.com/hcmrjournal/Citation/2017/07000/Time_for_more_creativity_in_health_care_management.1.aspx ☐ Paget, C. (2012). Transforming ES operations. *HFM Magazine, June*, 43-46. Retrieved from http://ezproxy.library.unlv.edu/login?url=https://search.proquest.com/docview/1024589888?accountid=3611
11/29/17	*DB Post*	☐ Initial Post
12/3/17	*DB Reply*	☐ Respond to two peers on their DB posts
12/3/17	*Assignment*	☐ Work on Final Project
WEEK 15 12/4/17	**Corporate Social Responsibility & Branding** - CSR, Leadership and Brand Equity - Hospitals Creating Healthy Neighborhoods - Patient Partnerships & - Social Media - Sustainability	☐ Trong Tuan, L. (2012). Corporate social responsibility, leadership and brand equity in healthcare service. *Social Responsibility Journal, 8*(3), 347-362. ☐ Butler, S. (2015). Can hospitals help create healthy neighborhoods? *JAMA, 314*(23), 2494-2495. ☐ Colbert, J, & Soleymani Lehmann, L. (2015). Partnering with patients to realize the benefits of social media. *American Journal of Obstetrics & Gynecology, March.* ☐ How a hospital communicator uses social media and traditional tactics for brand awareness. (2017). *PR News 23 Jan.* Business Insights: Essentials. Web.5 July 2017. ☐ Granzyk Wetzel, T. (2010). Can going green get you into the black? *H&HN, July.* Retrieved from http://ezproxy.library.unlv.edu/login?url=https://search.proquest.com/docview/734766915?accountid=3611
12/6/17	*DB Post*	☐ Initial Post
12/10/17	*DB Reply*	☐ Respond to two peers on their DB posts
12/10/17	*Assignment*	☐ Work on Final Project
WEEK 16 12/14/17	**Final Project due**	☐ Submit through Assignments tab

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy

and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—**By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.** Emailing within WebCampus is acceptable.

Religious Holidays Policy—**Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.**

Transparency in Learning and Teaching—**The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:**
https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.