



**DEPARTMENT OF HEALTH CARE ADMINISTRATION AND
POLICY
Course Syllabus
HCA 779 – Capstone**

Course Information:

Core or Elective: Core MHA

Course Description: The capstone course in Health Care Administration is a culminating experience in which students demonstrate how well they have attained the course competencies required for the program. Additional focus is placed on leadership, teamwork and ethics. 3 credit hours.

MHA Competencies (All Capstone experiences will share, at minimum, the following):

NOTE: Letters and numbers are non-sequential. They note the Domain and Competency as listed in the MHA master competency list. For a complete list of MHA competencies, please see the [MHA website](#).

A. Knowledge of Health Care Environment

1. Health care Issues and Trends. Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care.

B. Communication and Relationship Skills

1. Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups).

2. Interpersonal Communication and working in teams (Build collaborative relationships, create, participate in and lead teams)

C. Leadership, Professionalism, and Ethics

3. Participate in and lead team activities that demonstrated collaborative group effort and effective group processes, including the ability to hold team members accountable individually and collectively.

5. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations)

D. Business Knowledge and Skills

3. Problem-solving and Decision-making (Formulate questions and apply models to address issues and problems.

D. 1 – 15. Given the specific categories provided the student will develop, at minimum, one competency directly related to his/her fieldwork experience. This is unknown until the Capstone Proposal is approved. For example, if he/she is working on developing a strategic

plan, the following competence will be developed:

6. Strategic Planning (Ability to perform environmental analysis; discern competitive strategy; formulate business strategy based on evidence)

Course Objectives:

Course Objectives	Competency	Level	Teaching Method	Assessment Method
1. Demonstrate knowledge of the U.S. health care system including providers, payers and stakeholders.	A.1; A.4.; A.5	Higher	Lectures, discussions, readings, terminology assignment; group projects.	Capstone project, case study
2. Operationalize the role of mission, vision, values, and strategic planning as it applies to a selected case or project.	C.5; C.6; and/or D.6	Higher	Class lectures; discussion, Capstone project	Mission, vision, values comparisons assignment. Executive Interview; Capstone project.
3. Illustrate the role of alignment and employee engagement in goal setting and achievement.	A.4; C.5	Higher	Lectures, Group projects	Capstone project.
4. Demonstrate the appropriate analytical techniques used in evaluating health care quality, operational and strategic decision-making.	D.3; D.5; D.6; D.9; and/or D.12	Higher	Group projects; reading assignments; class assignments	Capstone project
5. Demonstrate leadership skills in groups and individually.	C.1, C.2, C.3	Higher	Group projects; reading assignments; class assignments; reflective assessment	Capstone project; Leadership assignment;
6. Demonstrate effective communication styles across diverse populations.	B.1; B.2; and/or B.3	Higher	Group projects; discussion forums	Capstone project; case studies
7. Develop a stronger set of personal values and ethics towards a career in healthcare.	C.1; C.3	Higher	Reflective assessment	Case study

Required Text:

- Lencioni, Patrick (2002) *The Five Dysfunctions of a Team*. Jossey-Bass
ISBN10: 0787960756

Recommended Text:

Not required for class but should be in your professional/personal library.

- Studer, Quint (2003) *Hardwiring Excellence*. Fire Starter Publishing ISBN 10: 0974998605
- Additional readings, videos, etc. may be assigned to students throughout the

course. Access will be provided to these resources via WebCampus.

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 (Components are subject to change if necessary):

See course schedule for due dates for all assessments and other assignments. Total Points available for the course: 140 pts.

Item	Number of Units	Points per Unit	Total
Capstone Proposal	1	20	20
Weekly Reports	5	3	15
Discussions and mini-cases	5	3	15
Executive Interview	1	N/A	20
Poster	1	20	20
Presentation (Group)	1	20	20
Paper	1	30	30
Total			140

Assignment Overviews:

Detailed instructions for each assignment will be provided in WebCampus. An overview of each is provided below.

Note: Each week, you must read all assigned readings (text and articles).

Capstone Proposal (1 total: 20 Points): The Capstone Proposal will follow the instructor provided format. See WebCampus for guidelines. Identify course competencies covered and review program competencies to identify other competencies pertaining to the group project.

Weekly Reports (5 total: 15 points): Each student will submit regular reports by 1159 pm Sunday from the 2nd through the 11th week of class (see schedule for due dates). See format for expectations. See Rubric for grading.

Health care discussions and mini-cases: (15 points): Students are expected to participate in online group discussions for assignments. These will include mini-cases.

For Health Executive Interview (10 points): Students will work as a group to find a CEO or a COO of local health organization (e.g., hospital, physician organization, managed care organization, long-term care facility) to schedule a comprehensive in-depth interview about the UNLV's School of Community Health Sciences

Syllabus is tentative and is subject to change. – Updated 9/25/17

CEO experience in leading the organization. The interview questions will be developed by the group first and then discussed in the class at the beginning of the semester. The interview should be completed about the half-way through the semester. Each group then will (1) submit a report (i.e., executive summary) of the interview to the instructor and (2) present what has been learned from the interview to the class.

Poster (1 total: 20 Points): Follow format on WebCampus and see Rubric for grading.

Presentation (Group) (1 total: 20 points): You or your group will present your findings to the health care organization's leadership. See Rubric for grading.

Paper (1 total: 30 points): This is the Capstone of your educational experience. A 10-page paper in APA format will be professionally presented. It will clearly link the Capstone experience to your learned material throughout your coursework. For example, if you're describing the leadership style at your organization you may describe it as Laissez-faire, but you must site where you learned that style and why you're describing it such, i.e., "The leadership was Laissez-faire, a concept learned in MHA 000". "I describe this style as I witnessed several leadership meetings where..."

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.

Group Grading: Group members will be asked to evaluate each other at the mid-point and at the conclusion of the course. The student will evaluate each member of his or her groups (not including her/himself). The ability to conduct objective evaluations and to provide sound feedback is a crucial executive management skill. You may be asked to conduct peer evaluations on all members of your groups. The Peer Evaluation Form will be posted on WebCampus Faculty has at his or her sole discretion the ability to adjust grades for all group activities based on overall peer feedback received.

Missed Assignments: A grade of zero will be given for any student missing an assignment due date without a satisfactory excuse. An example of a satisfactory excuse would be work commitments (**discussed prior to deadline with faculty**), serious personal injury or illness to the student or a family member that can be documented. In the event the absence is excused, at his discretion, the instructor will allow a makeup or weight the other assignments more heavily.

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.

HCA 779 Capstone Course Schedule

Week of	Topics & Assignments (due by midnight)	Readings
Module 1	Well Aligned Teamwork for Getting Desired Results MHA Competencies	See Assignment and Rubric documents for details. B.2. Interpersonal Communication and working in teams (Build collaborative relationships, create, participate in and lead teams) C.3. Participate in and lead team activities that demonstrated collaborative group effort and effective group processes, including the ability to hold team members accountable individually and collectively. C.5. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations)
WEEK 1 8/31/17	Course Introduction and On-Site at Mountain's Edge Hospital	Text: The 5 Dysfunctions of a Team – Up to page 114 Resources: Liencioni, P. (2010). Patrick Liencioni's 5 Tips for Better Meetings. <i>INC</i> . https://www.inc.com/inc-advisor/meetings-death-by-meetings.html
WEEK 2 9/7/17	Introduction and Expectations Alignment and Engagement for goal Achievement Dr. Cochran	Text: The 5 Dysfunctions of a Team – Finish the book Resources: Kurt Houser Videos: Liencioni, Patrick: Smart v. Healthy Video: https://youtu.be/6qPRR4y5zL4
Due on 7 September	Capstone Proposal	
Weekly report 1 due by 11:59PM 9/10/17		
WEEK 3 9/14/17	The Importance	Organizational Leadership – Dr. Cochran The Importance of Values to the organization

	of Overcoming The 5 Dysfunctions	<ul style="list-style-type: none"> • Text: The 5 Dysfunctions of a Team • Resources: • Dutton, Jane E., J. Lee, “The benefits of saying nice things about your colleagues”. Harvard Business Review. Aug. 1, 2017 • Immelt, Jeffrey. “How I remade GE”. HBR. Sept.-Oct. 2017. https://hbr.org/2017/09/inside-ges-transformation#how-i-remade-ge • Videos: Sinek, Simon, (2007) Start With Why. <i>TedTalk</i>. • https://video.search.yahoo.com/search/video?fr=aaplw&p=talks+simon+sinek#id=3&vid=28419ca3a639e5c5132c46281a95abaa&action=click
Discussion Assignment	On-line	Develop a personal values statement and post online. Comment on at least 4 other student posts.
Weekly report 2 due by 11:59PM 9/17/17		Weekly report 1 due by 11:59PM 7/13/17
WEEK 4 9/21/17	Group Work. No in-class meeting	<p>Topic: “If you wanna change the world, start by making your bed”.</p> <p>Oncken, William, Wass, D.L., “Management Time: Who’s Got the Monkey?” Harvard Business Review. Nov. – Dec. 1974</p> <p>Resources:</p> <p>Video: Admiral William McRaven delivers UT Commencement Address</p>
Discussion Assignment	On-line	Identify Mission Vision and Values statements from
Weekly report 3 due by 11:59PM 9/24/17		Weekly report 1 due by 11:59PM 7/13/17
Module 2	Effective Communicating and Data-based Decision Making	See Assignment and Rubric documents for details.
	MHA Competencies	<p>B.1. Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups).</p> <p>B.2. Interpersonal Communication and working in teams (Build collaborative relationships, create, participate in and lead teams)</p> <p>D. 3. Problem-solving and Decision-making</p>
WEEK 5 9/28/17	Dr. Allen Ebbin Moving Up the	Guest Lecture

	Ladder	Resources: Axtel, Paul. 6 Reasons to Get Better at Leading Meetings. HBR. December, 2016
Weekly report 4 due by 11:59PM 10/1/17		
WEEK 6 10/5/17	Ethics and Health Care	Lecture Resources: Ochs, Susan. The Leadership Blind Spots at Wells Fargo. HBR. October 6, 2016. Uwe E. Reinhardt (1998). Perspective: Columbia/HCA: Villain Or Victim? Health Aff 17:230-36; doi:10.1377/hlthaff.17.2.30 ACHE Code of Ethics TedTalk Video: Ethical Leadership
In Class		
Assignment: What needs to be done to improve business ethics? Post Discussion on Web Campus		
Weekly report 5 due by 11:59PM 10/8/17		
WEEK 7 10/12/17	Group Work. No in class meeting View Video on Leadership Assignment	Videos: https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader Post 5 Questions that you would like to know from a health care leader
Weekly report 6 due by 11:59PM 10/15/17		
WEEK 8 10/19/16	Improving the Patient Experience: Getting employee buy-in (Competency: Employee E	Resources: Schlesinger, Len and Fox, J. "Giving Patients an Active Role in Their Health Care". Harvard Business Review. November, 2016 Lee, Thomas. "How U.S. Health Care Got Safer by Focusing on the Patient Experience". Harvard Business Review. May, 2017

		Videos: Five Skills to Improve the Patient Experience
Weekly report 7 due by 11:59PM 10/22/17		Reflective Assignment. What are the qualities I need to improve upon to be an effective leader? Post online.
WEEK 9 10/26/17	Leading change	Resources: Botelho, Elena Lytkina, K. R Powell, S. Kincaid, D. Wang. “4 things that set successful CEOs apart”. Harvard Business Review. May-June, 2017 Videos: Six keys to leading positive change: Rosabeth Moss Kanter at TEDxBeaconStreet
	Assignment	Reflective Assignment. What are the qualities I need to improve upon to be an effective leader? Post online.
Weekly report 8 due by 11:59PM 10/29/17		
Module 3	Module Topic	See Assignment and Rubric documents for details.
	MHA Competencies	D.3. Problem-solving and Decision-making (Formulate questions and apply models to address issues and problems) D.6. Strategic Planning (Ability to perform environmental analysis; discern competitive strategy; formulate business strategy based on evidence)
WEEK 10 11/2/17	Review how to give an appropriate presentation	
Weekly report 9 due by 11:59PM 11/5/17		
WEEK 11 11/9/17	Group Work – No in class meeting	
Weekly report 10 due by 11:59PM 11/12/17		
Module 4	Module Topic	See Assignment and Rubric documents for details.
	MHA Competencies	D. 1-15. Dependent on Capstone Project Focus D. 6. Strategic Planning (Ability to perform environmental

analysis; discern competitive strategy; formulate business strategy based on evidence)		
WEEK 12 11/16/17	Class Presentation: What I Learned from My Leader Interview Review of Capstone Progress	Present Leadership interviews. Post Summary on Web Campus. Make comparisons to 4 other presentations.
11/23/17	Thanksgiving – No class	
WEEK 14 11/30/17	Draft presentation to instructors in preparation of final presentation	
WEEK 15 12/7/17	Final Presentation to Health Care Leaders	Group Presentations in BHS 131 Program Exit Survey
WEEK 16 12/14/17		Final papers due. Peer feedback deadline.

Other Academic Policies

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/>.

Rebemail—By policy, faculty and staff should e-mail students’ Rebemail accounts only. Rebemail 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 Rebemail 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](tel: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/>.