



DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY
Course Syllabus
HCA 793 – Capstone

Course Information:

Core or Elective: Core MHA

Prerequisites: Last semester in program or consent of instructor.

Description: The internship provides students the opportunity to apply the knowledge obtained in prior coursework in the program and relate it to a practical field experience. By using the tools gained through academic learning and with mentoring of a qualified health care organization preceptor, the student will support health care initiatives benefiting the health care organization and/or the community. Additionally, the goal of the internship is to enrich student knowledge of health care administration and to further develop leadership skills, professionalism, and problem solving of everyday health care issues. These, and other competencies, are identified and further developed in this syllabus.

Operational experience will be gained through the presentation of business theories through lectures, discussion, projects, the internship material, and supplemental reading assignments. Students will obtain an internship position that applies theory to practical fieldwork operations. This occurs through participation in site visits, interviews, business project development and project management. Students will apply analysis, critical thinking, and knowledge to organizational examples. Theory and content will be covered in lectures, readings, class discussions, projects, as well as through reflection and weekly activity reporting. 3 credit hours.

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

- A1. Health Care Issues and Trends (Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care)
- B1. Effective Written, Oral and Presentation Skills (Be able to communicate in a clear and logical manner within both formal and informal groups)
- B2. Interpersonal Communication and Working in Teams (Build collaborative relationships, create, participate in and lead teams)
- B3. Work Effectively in a Culturally Diverse Environment
- C3. 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
- C5. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations)
- D3. Problem-solving and Decision-making (Formulate questions and apply models to address issues and problems)

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)

For a complete list of MHA competencies, please see the [MHA website](#).

Course Objectives:

Upon completion of the course, students will have achieved a health care work experience to help them in their pursuit of a career in their field. Each learning objective below is related to one or more competency. The level to which the objective is covered may depend on the student's project and learning experience.

By the end of this course the student will be able to:

1. Demonstrate a broad knowledge of the health care industry and understand trends involved in the provision, coverage, and access to care.
2. Demonstrate knowledge of major theories of health administration that are appropriate in the field internship setting.
3. Use the knowledge and skills obtained during experiential learning to working in health care organizations.
4. Demonstrate professionalism and commitment to self- improvement and lifelong learning.
5. Demonstrate applied knowledge of communication, presentation and collaboration skills.
6. Apply working knowledge of organizational hierarchy and structure.
7. Design, plan, implement and assess project goals, objectives and outcomes.
8. Demonstrate working knowledge of technical writing in a health care environment.
9. Demonstrate reflection through self-assessment.
10. Analyze data and interpret quantitative information for the purpose of decision-making and goal setting within a health care organization.

Course Objective	Competency	Level*	Teaching Method	Assessment Method
1, 2, 4	MHA A1: Health care Issues and Trends. Demonstrate a broad knowledge of the health care industry and trends involved in provision, coverage, and access to care.	Higher	Field Work, Lectures	Papers and presentations
5, 7	MHA B1: Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups).	Higher	Field work, Lectures	Presentations, Analysis via Field Work and Weekly Reporting, Capstone Proposal
6, 10	MHA B2: Interpersonal Communication and working in teams (Build collaborative relationships, create, participate in and lead teams)	Higher	Field work, Lectures	Final paper, Final Presentation, Capstone Proposal
10	MHA C3: 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.	Higher	Field Work	Presentations, Meetings with HCO C-suite
3, 4, 5, 6	MHA B3: Work effectively in a culturally diverse environment.	Higher	Field Work, Lectures	Weekly Reports, Presentations
3, 4, 5	MHA C5: Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations)	Higher	Field Work, Lectures	Presentations, Final Paper
8, 9	MHA D3: Problem-solving and Decision-making (Formulate questions and apply models to address issues and problems)	Higher	Field Work	Final presentation, Action recommendations

***Lower Level Attainment** – Knowledge. From an introductory perspective, the student will be exposed to basic concepts toward the competency to develop an understanding. Measurements for achieving the competency will include examinations, discussions and term papers.

***Higher Level Attainment** – Interpretation and application. Builds on their knowledge of the concept, where students apply their knowledge base of the competency through discussions, assignments, group projects, case studies and class presentations. Students should be able to integrate knowledge and skills into a wide variety of situations, consistently and independently, demonstrating a command of the professional function in decision-making to the point of being able to teach others about the competency learned. Students can expect group projects, case studies, and real world projects such as internships and team projects with “real world” application.

Required Text:

- Slee, V., Slee, D., and Schmidt, H.J., Slee’s Health Care Terms, 5th Edition, ISBN 978-0763746155
- Text books from UNLV classes: HCA 701,703,716,717,718,719,720,730,761
- White, K. R. and Lindsey, J. S., Take Charge of your Health Care Management Career, 1st Edition, Chicago Illinois: Health Administration Press, 2015. ISBN 978-1567936926

Supplemental Texts and Readings (suggested in preparation for the course):

- Supplemental handouts, readings or download sites may be distributed or communicated during the semester.
- You are expected to have read assigned materials before class in order to participate fully in the discussions.

Technology and Software/Account Requirements:

All students are required to come to class each session ready to work. You will need:

- Laptop
- Notebook and pen
- UNLV E-mail Address
- Google Account (attached to your UNLV e-mail account)
- Assigned reading materials

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:

Activity	Points	Total
LinkedIn Profile	Pass/Fail	N/A
Resume and Bio	10	10
Job Description	10	10
Weekly Reports	20	20
Preceptor Assessment	25	25
Environmental and Organizational Assessment	20	20
Final Paper, Presentation, and Capstone Proposal*	60 (Final paper 20 points, presentation 20 points Capstone Proposal 20 points)	60
Binder	Pass/Fail	N/A
Total		145

*If the student isn't doing a Capstone Project, total available points for the class will be reduced by 20.

Pass:	100-80
Fail:	<80

Your Internship course is a Pass/Fail course. Anything below 80% is a failed grade.

Assignment Overviews:

All assignments should be composed using WebCampus. APA formatting required. 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.

You must demonstrate an application of readings, theory, concepts and evidence to any analysis. Some of these components will be from this class, but I expect you will also include and integrate concepts from other classes and personally research readings on evidence and studies as well.

You **MUST** select and use analytical frameworks from the lectures and readings. Written assignments without specific reference to empirical evidence and material from class or readings will not receive an “A” score. **Attention to excellent written English, including grammar, diction, syntax, and spelling is a must. Grading will take into account the quality and clarity of the written communication.** You should provide creative but realistic and evidenced based solutions to your analysis. Your paper requires APA formatting.

HCA 793 Course Schedule:

Week of	Topics & Assignments (due by midnight)	Readings
Module 1	Preparing for the workforce	See Assignment and Rubric documents for details.
	MHA Competencies	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 Resume Preparation Interview Skills Dressing for Success	<input type="checkbox"/> Text: Take Charge of your Health Care Management Career. <input type="checkbox"/> Resources: Resume Format Bio Format
WEEK 2 9/7/17	No In-Class Meeting Job Description Due	<input type="checkbox"/> Field-work
Weekly report 1 due by 11:59PM 9/10/17		
WEEK 3 9/14/17	In-Class: - Leadership Lessons - Collaborative Decision Making	<input type="checkbox"/> Text: Take Charge of your Health Care Management Career.
Weekly report 2 due by 11:59PM 9/17/17		
WEEK 4 9/21/17	No In-Class Meeting	<input type="checkbox"/> Field-work
Weekly report 3 due by 11:59PM 9/24/17		
Module 2	Effective Communicating and Data-based Decision Making	See Assignment and Rubric documents for details.
	MHA Competencies	B.1. Effective written, oral and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups). B.2. Interpersonal Communication and working in teams (Build collaborative relationships, create, participate in and lead teams)

		B.3. Work effectively in a culturally diverse environment D. 3. Problem-solving and Decision-making
WEEK 5 9/28/17	Preparing an Environmental Assessment: SWOT for Strategic Planning	<input type="checkbox"/> Text: Take Charge of your Health Care Management Career.
Weekly report 4 due by 11:59PM 10/1/17		
WEEK 6 10/5/17	In-Class: How to obtain employee engagement	<input type="checkbox"/> Resources: TBD <input type="checkbox"/> Videos: Sinek, Simon, (2007) Start With Why. <i>TedTalk</i> . https://video.search.yahoo.com/search/video?fr=aplw&p=tetalks+simon+sinek#id=3&vid=28419ca3a639e5c5132c46281a95abaa&action=click
Weekly report 5 due by 11:59PM 10/8/17		
WEEK 7 10/12/17	No In-Class Meeting	<input type="checkbox"/> Field-work
Weekly report 6 due by 11:59PM 10/15/17		
WEEK 8 10/19/16	In-Class: How To Deliver an Effective Presentation	<input type="checkbox"/> Resources: “Your Presentation Can With the Day.” PPT. WebCampus <input type="checkbox"/> Videos: “Your Presentation Can With the Day.” YouTube Video WebCampus
Weekly report 7 due by 11:59PM 10/22/17		
WEEK 9 10/26/17	No In-Class Meeting Environmental and Organizational Assessment Due	<input type="checkbox"/> Field-work
Weekly report 8 due by 11:59PM 10/29/17		
Module 3	Module Topic: Influencing change in a complex system MHA Competencies	See Assignment and Rubric documents for details. 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	In-Class Review Internship Progress. Strategic Planning for Results	
Weekly report 9 due by 11:59PM 11/5/17		
WEEK 11 11/9/17	No In-Class Meeting	<input type="checkbox"/> Field-work
Weekly report 10 due by 11:59PM 11/12/17		
Module 4	Module Topic How Strategy Becomes Action	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	In-Class: Preparation for Capstone	
11/23/17	Thanksgiving – No class	
WEEK 14 11/30/17	Final Papers Due	
WEEK 15 12/7/17	In- Class Final Presentations	
WEEK 16 12/14/17	In-Class Capstone Proposals Due	

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](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/>.