COURSE: HSM 350  
The Continuum of Care: Health Care Organizations

CREDIT HOURS: 3 Semester Credits

SCHEDULE:
- **Introductory Class**
  - Wednesday, January 15th, 12:00pm to 2:30pm
  - Lakeshore Campus, IES, Room 123

- **Immersion Session I**
  - Mon-Wed-Fri, February 10-12-14
  - 9:00am to 4:00pm
  - Health Sciences Campus, School of Nursing Bldg, Room 2535 A

- **Immersion Session II**
  - Mon-Wed-Fri, April 7-9-11
  - 9:00am to 4:00pm
  - Health Sciences Campus, School of Nursing Bldg, Room 2535 A

FACULTY: Dr. Mary Margaret Sharp-Pucci

CONTACT INFO: msharp@luc.edu  
773-508-3303

PRE-REQUISITES: HSM 320, 330, 340

COURSE DESCRIPTION:
This capstone course is completed in the spring of senior year. Quality and safety are central concepts in this course and are considered from both the operational and strategic planning perspective. These concepts will be applied in a specialized area of interest which can include the site of employment such as hospitals, long term care, corporations, associations or payers along with the type of role such as project management, quality, finance, etc. Students demonstrate knowledge attained throughout the HSM curriculum as well as the ability to apply that knowledge in a practical manner through completion of papers and class presentations. Strategic planning for health care organizations is emphasized.

COURSE OUTCOMES:
At the end of the course, the student will be able to:
1. Apply health systems management knowledge, concepts and skills to problems related to the tri-partite issues of cost, quality and access at the point of care
2. Analyze leaders/managers responses to the national priorities for quality and safety using the principles of health care administration
3. Identify approaches used in health systems management problem-solving from both a practical and strategic perspective
4. Apply ethical principles in problem-solving around issues of cost, quality and access
5. Assess organizational responses to change using theories and dynamics of change management
6. Define and describe strategies used to develop and maintain an environment conducive to effective inter-professional practice in health care settings
7. Synthesize relevant knowledge from pertinent data sources to develop an in-depth paper on a significant health care topic
8. Understand the interrelationship between practical and strategic thinking in order to achieve organizational goals

TEACHING METHODS
Primary methodology is student-led discussion, guest lecture with question and answer, and experiential activity. Minimal lecture is used.

EVALUATION

Assignment Values
1. Contributions to Class Learning & Discussion 20 points
2. Rock Star Presentation 15 points
3. Team Effectiveness 15 points
4. Magnum Opus 50 points

100 total points
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of total points</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>Given for work that not only meets all expectations, but also consistently contains an impressive level of insight and effort.</td>
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<tr>
<td>A-</td>
<td>92-93</td>
<td>Given for work that not only meets all expectations, but also contains some unique elements of insight and effort.</td>
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<tr>
<td>B+</td>
<td>89-91</td>
<td>Given for very good work that meets all expectations.</td>
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<tr>
<td>B</td>
<td>86-88</td>
<td>Given for work that meets most expectations, but contains some minor problems, typically in timeliness or in quality of work.</td>
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<tr>
<td>B-</td>
<td>84-85</td>
<td>Given for work that meets most expectations, but is sometimes late (or student requires reminders). Assignments are incomplete, contain superficial analysis, little evidence of synthesis, and/or have errors in some elements.</td>
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<tr>
<td>C+</td>
<td>80-83</td>
<td>Given for work that is passing, but is frequently late, lacking completeness, analysis is superficial, and/or there is little evidence of attention to detail.</td>
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<tr>
<td>C</td>
<td>77-79</td>
<td>Given for work that is passing, but is frequently late, incomplete, contain little evidence of analysis or scholarship and lack attention to detail.</td>
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<tr>
<td>C-</td>
<td>75-76</td>
<td>Given for work that is minimally passing, but is consistently late, lacks completeness, is inaccurate, and has little evidence of analysis/synthesis and minimal attention to detail.</td>
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<tr>
<td>D+</td>
<td>72-74</td>
<td>Given for work that does not meet senior level undergraduate coursework expectations.</td>
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<tr>
<td>D</td>
<td>69-71</td>
<td>Given for work that is often incomplete and does not meet expectations of senior level undergraduate coursework.</td>
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<td>F</td>
<td>68 and below</td>
<td>Given for work that is not completed or does not meet expectations of senior level undergraduate coursework.</td>
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REQUIRED COURSE MATERIALS
There are no required textbooks or materials.

COURSE EVALUATION EXPECTATION
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

ACADEMIC INTEGRITY STATEMENT
Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Refer to Loyola University Chicago’s website for a description of the Academic Integrity Policy: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml