

**The University of Scranton**  
**The Panuska College of Professional Studies**  
**Department of Health Administration and Human Resources**

HAD 50 - Human Resources Management  
Fall 2018 - Credits  
Day/Time:

Ilia J. Aquilino, BA, ScM  
Office Hours: by appointment

Room: Curran Hall 213

Mobile: 508-610-1050  
Email: ilia.aquilino@scranton.edu

**I. COURSE DESCRIPTION**

This course examines human resource management functions, processes and systems within organizations including recruitment, selection, training of personnel and the legal and regulatory environment affecting human resources management operations. Managing and developing human resources within and between systems/organizations is also studied. Organizational performance and creativity are examined. There are no prerequisites for this course.

**II. JESUIT PRINCIPLES AND VALUES**

The University of Scranton is a Jesuit institution of higher learning, which embraces spirituality at the core of its mission. The chief characteristics embedded in the vision founded by Saint Ignatius of Loyola include: the concept of the *Magis*, or a restless pursuit of excellence grounded in gratitude; *Cura Personalis*, individual attention to students and respect for the uniqueness of each member of the university community; seeking God in all things; liberal education; service of faith and the promotion of justice; and contemplation in action. As part of Strategic Human Resources Management (SRM) we will look at the concepts of self-awareness, ingenuity, love and heroism as all of us have leadership potential, beginning with *se* leadership.

**III. HEALTHCARE LEADERSHIP ALLIANCE COMPETENCY MODEL**  
(Adopted MHA Program Core Competencies)

**Domain #1: Communication and Relationship Management**

*Competency*

- A. Apply principles of communication and demonstrate specific applications.
- B. Present results of data analysis to decision makers.
- C. Use factual data to produce and deliver credible and understandable results.
- D. Facilitate group dynamics, process, meetings, and discussion.
- E. Utilize effective interpersonal skills.

**Domain #2: Leadership**

*Competency*

- A. Explain potential impacts and consequences of decision making in situations both internal and external.
- B. Encourage a high level of commitment to the mission, and values of the organization.
- C. Gain physician buy-in to accept risk and support new business ventures.
- D. Accurately assess individual strengths and weaknesses.

**Domain # 3: Professionalism**

*Competency*

- A. Understand professional standards and codes of ethical behavior.
- B. Uphold and act upon ethical and professional standards.
- C. Demonstrate professional norms and behaviors.
- D. Engage in continued professional development including reflection and self-directed learning.

**Domain # 4: Knowledge of the Healthcare Environment**

*Competency*

- A. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community.
- B. Prepare projects that are credible to governmental, regulatory, professional and accreditation agencies.



Share with the class your favorite sources for reading. Additional reading, handouts, and materials distributed and assigned during the semester.

## VIII. RESPONSIBILITIES AND GRADING

You are responsible for:

- A. Completing all reading assignments prior to scheduled classes (except for the first class).
  - B. Attending (on time) and meaningfully participating in class.
  - C. Getting all material presented and announcements during every class (even if not present).
  - D. Completing all course assignments and activities as scheduled, or else contacting me well in advance if this is not possible so that reasonable adjustments can be mutually arranged.
- Understanding and upholding university policies and the Academic Code of Honesty. (See the university's code at <http://atri.scranton.edu/studentandbook/policy/academic/code/honesty.html>)

## IX. CLASS ATTENDANCE

An Academic Management (ADM 50) meets one day per week. Students are expected to attend and participate in each class and should not be absent more than the allowable classes per the university of Scranton policy. Excessive tardiness (late for class) may affect performance in the class. Each student is responsible (in attendance or in absentia) for everything covered in class, additional readings, and announcements about assignments, interim evaluation and the final evaluation that are during class hours. More than the allowable absences for reasons other than illness (physician's note required) will result in a 5-point reduction from your grade for each class missed. Full attendance and participation is expected.

## X. STUDENTS WITH DISABILITIES

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current medical documentation. Students should contact Mary Ellen Chiarello (610-392-5150) or a disability unit (218, S 580) for an appointment. For more information, log on to [www.scranton.edu/disabilities](http://www.scranton.edu/disabilities).

## XI. WRITING CENTER SERVICES

The writing center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged. To meet with a writing consultant, stop by during the writing center's [regular hours of operation](#), call 569-911-6122 to schedule an appointment, or complete the [Writing Assistance Request](#) form online. You can also schedule an online appointment using [Google Docs and Google Talk](#).

## XII. RESPONSIBLE EMPLOYEE STATEMENT

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. Additionally, if you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are required to report incidents of sexual harassment or sexual misconduct involving students. That means that I cannot keep information about sexual harassment, sexual assault, sexual exploitation, dating or domestic violence or stalking confidential if you share that information with me. I will keep the information as private as I can but am required to bring it to the attention of the university's Title IX coordinator, Jennifer Mporta, or Deputy Title IX coordinator/Dean of Students, Lauren Rivera, who in conversation with you will explain available support, resources and options. I will not report anything to anybody without first letting you know and discussing choices as to how to proceed. The university's Counseling Center (569-911-6200) is available to you as a confidential resource; counselors (in the counseling center) do not have an obligation to report to the Title IX coordinator.

### Non-Discrimination Statement

The university of Scranton is committed to providing a safe and non-discriminatory employment and educational environment. The university does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. Sexual harassment, including sexual violence, is a form of sexual discrimination prohibited by

Title IX of the Education Amendments of 1972. The university does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the content of employment.

**Class #2: September 5, 2018**

*Student Learning Outcomes*

1. Define human resource management.
2. Outline key human resources functions.
3. Discuss the significance of human resources management to present and future health care executives.
  - . Describe the organizational and human resources systems that affect organizational outcomes including

**Class #5: September 26, 2018**

*tudent Learning Outcomes*

2. Appreciate the importance of developing a succession plan
3. Understand why health care settings have failed to adopt succession planning.

*Class Content*

- Succession Planning
- Five Principles of Succession Planning
- Inter-Territorial

*Readings*

Ballon and Connell Chapters 9 & 10

**Class #8: October 17, 2018**

*Student Learning Outcomes*

1. Recognize and discuss the steps in the recruitment process.
2. Define the role of the department manager and the HR in the recruitment process
3. Understand the role of reference and background checks as well as the legal requirements associated with such checks.
4. Appreciate the special nature of health care recruitment especially the nature of labor shortages.
5. Understand the purpose and process of the civil service system

*Class Content*

- Legal concerns in recruitment
- Partnerships with human resources
- Reference and Background checks
- Formal and informal recruitment process
- Options
- Labor Shortages
- Civil Service System

*Readings*

Ballon and Connell Chapter 11 and Chapter 12

**Class #9: October 24, 2018**

*Student Learning Outcomes*

1. Describe and define the specific laws and regulations which impact the interview process
2. Distinguish between legal and illegal questions during the interview process
- 3.







## Oral Presentation: Course Project

Identify an interesting research issue / event in health care. This should be an issue that captures your attention and interests you. It should be something that is not covered in class or in the text. You will deliver an oral

## Current HRM News for Healthcare

Working alone, report **HRM** news for healthcare professionals in class and then lead a discussion of your news. You must present **HRM news or HRM current events that could affect or impact healthcare**. After reporting the **HRM** news, offer your viewpoints and thoughts about how what you reported could affect healthcare and their job, careers, and professions of this industry sector.

Choose news on an HRM topic studied in this course such as jobs forecasts, job design, work schedules, recruitment, hiring, career development, performance appraisal, compensation, health and safety issues, employment law, labor unions, etc. (See Table of Contents in the book and see class content each week in syllabus for any **HRM** topics.)

Please do not report a journal article – instead report something in the news from a webpage, newspaper, TV, etc.

Obtain professor's approval for your **HRM** news topic before preparing your news report.

You may be creative and make 'HRM news for healthcare' both educational and entertaining.

No ppt slides or written work is required.

You may review work-in-progress with the professor for preliminary feedback to increase learning and performance. Schedule your news report for a specific class on the sign-up list.

In about 5 minutes (or more if there is lots of discussion), please do the following:

- a) Report the news.
- b) Explain your ideas (at least 3) about how what you just reported could affect the healthcare sector and their jobs, careers, and profession.
- c) Lead class discussion of your news. Ask interesting question(s).

Name:

Date:

**HRM** news event/subject:

Criteria

Points Comments Suggestions

Content (the news) [1 points]

Possible effects on the healthcare sector [2 points]

effect #1

effect #2

effect #3

Discussion [2 points]

Specific use of **HRM** [2 points]

Focus [1 point]

## HRM Employee Manual within a Healthcare Setting

Working with 1 or 2 other student(s), apply what you learn in this course to create an employee manual for a healthcare business. *Demonstrate your ability to use the content, methods, codes, principles, and techniques of HAD.* This real-world project will help you achieve course objectives and strengthen your practical skills. And, it will help prepare you to work as an employee (and perhaps later as a leader) in a business or department.

Each week during the semester, write a rough draft of the employee manual content that fits with each week's assigned chapter(s). The employee manual content is listed below in the same sequence as we will study it in the chapters. Bring your written work to use in class. This work sometimes might be collected and count in your class preparation grade. . . . Our employee manual should be suitable for actual businesses and departments.

Write in your own words; do not just copy/paste from online.

Write APA style, cite sources, and do the following in about 25 pages plus title page, table of contents, appendices:

- a) Introduce the employee manual by stating the purpose and importance of the employee manual
- b) Explain briefly what is HRM and who will do HRM
- c) State the expected management philosophy and leadership style
- d) Explain how you will motivate individuals and teams
- e) Describe the expected organizational culture and climate
- f) Identify 3 important HRM laws and what will be done to comply
- g) Explain how job enrichment will be practiced
- h) Prepare a job description that includes at least the title, qualifications, duties, and reporting relationship
- i) List at least 5 work rules and explain how they will be enforced
- j) Explain how staff will be scheduled for work and then prepare a schedule for fulltime and part-time staff
- k) Explain the recruitment and selection process for future job hiring to fill job vacancies
- l) Describe how new employees will be oriented
- m) Explain how a training program will be done
- n) Prepare pay scales for three positions (you choose), and list possible extra pay for overtime, bonuses, etc.

## Comprehensive Chapter Review