

August 26, 2025

PUBHHMP 7615: Health Services Organizational Management

3 credit hours – Autumn 2025

Tuesdays & Thursdays

2:20-3:40pm

Jennings Hall, Room 160

Course Instructor

Kelly J. Scheiderer, RHIA, MHA

The Ohio State University

College of Public Health

Health Services Management & Policy

206 Cunz Hall

Columbus, OH 43210

Scheiderer.19@osu.edu

Cell: 614.600.9809

Instructor's Office Hours

Office hours will be held on Tuesdays 4:00 – 5:00 pm as well as by appointment.

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days. If something is urgent please contact me via cell during the day on school days.

Graduate Teaching Assistant (GTA)

Sophia Lou

Lou.215@buckeyemail.osu.edu

Office hours will be held on Wednesdays 4:00 – 5:00 pm in 134 Cunz Hall or viaZoom:

- Link:
<https://osu.zoom.us/j/94728591492pwd=VRVdkareKuA4PaX5I6mVVh5JqaPKaO.1>
- Meeting ID: 947 2859 1492
- Passcode: 690474

GTA Responsibilities

The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description

This course provides students with a foundation for an effective and evidence-based health services management practice. Using a combination of theory and application, this course emphasizes the development of both conceptual insight and managerial skills at the individual, team, and organizational levels. It will focus on key issues and processes related to management in health services organizations, recognizing that there is no single “best” way to manage. This course will also engage students to self-assess and establish a foundation for their own management practice. Ideally, this course will help students learn to make informed decisions about how to manage individuals and groups in health services organizations.

This course is designed to introduce concepts of organizational behavior, design, and human resources management in the context of health services. Throughout the course, readings, assignments, and experiential exercises will be used to present a wide variety of problems and challenges faced by managers in health services organizations. Cases and class exercises will use both healthcare and non-healthcare examples, but the focus will typically be on applications in the health services industry.

Prerequisites

Graduate standing in Health Services Management & Policy, or permission of instructor.

Course Goals, Learning Objectives and Competencies

This course has three overarching goals for students which will be achieved through specific learning objectives as summarized in the table below. This course is also designed to support students’ attainment of specified MHA and PhD program competencies which are also summarized in the table below.

Course Goals	Learning Objectives	Competencies
By the end of this course, students will:	These goals will be achieved through the following objectives in which the students will:	
Understand factors that impact the successful management of healthcare organizations	Apply key concepts of management theory and evidence to diagnose and solve organizational problems in healthcare organizations Describe unique management challenges in healthcare organizations and priorities for healthcare organizations and effective practices for addressing them	MHA: 1, 2, 3, 17, 18, 25 PhD: 8

Develop foundational management skills	Apply a structured approach to defining complex problems and generating potential solutions	MHA 25
	Demonstrate your ability to write clearly, concisely, and persuasively for business purposes	MHA: 15, 20
Establish a foundation for professional growth as a healthcare manager	Develop self-awareness and behavioral strategies that contribute to effective self, team and organizational management.	MHA: 1, 15, 16

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

MHA Program Competency Development and Assessment

The MHA curriculum has been developed to support students' development of MHA Program Competencies over our two-year curriculum, with each course designed to focus on a designated subset of competencies. Within each course, faculty will design assignments to support students' development of specified competencies, formally assess students' progress towards their attainment at the target level for the course (basic, intermediate, advanced), and provide feedback to students as to whether a competency has been "met" or "needs work" by the end of the course. Please note: while there is often a relationship between competency attainment and overall course grade, the purpose of the competency assessment is to provide students with feedback that can be used for future development and growth.

The table below summarizes the competencies that will be developed in this course, the activities/assignments that support students to develop this competency, and the measure that I will use to assess each students' attainment.

Competency	Level*	Modules/Assignments	Final Assessment
MHA 1: Organizational Management	I	- Modules: Understanding individuals in organization; Working with other people - Assignments: Class Prep, Memo #1, Quizzes (Engagement, Motivation, Personality, Groups and Teams)	Take home final question in which students apply organizational theory to analyze organizational problem.
MHA 2: Organizational Structure and Governance	B	- Module/Topic: Organizational Design, Governance - Assignments: Class prep (Governance), Quiz (Organizational Design)	Take home final questions addressing organizational structure and/or governance

Competency	Level*	Modules/Assignments	Final Assessment
MHA 3: Workforce and Organizational Development	I	- Modules: Advancing the workplace; Organizing for Success - Assignments: Quizzes, Class Prep, Reflections	Take home final question regarding organizational culture and/or human resources
MHA 15: Impact and Influence	B	Memos #1 and #2	Memo #2 (included in writing rubric)
MHA 16: Professional Development	B	Assignments: Self-assessments, reflections, engagement self-assessment/ evaluation	Final engagement grade
MHA 17: Collaboration and Working in Teams	B	- Module: Working with other people - Assignments: Class Prep	Quiz: groups/teams
MHA 18: Personal and Professional Ethics	B	Module/Topic: Personal and professional ethics	Ethics assignment complete (check/check+)
MHA 20: Written Communication	I	- Module/Topic: Writing workshop; peer review - Assignments: Memos #1 and #2; peer review, reflection	Memo #2 (overall = writing rubric)
MHA 25: Problem-solving and Decision Making	I	Case analyses, Memo #1 and Memo #2	Memo #2

*B-basic skills, encompassing knowledge and comprehension of subject matter; I-intermediate skills, encompassing application to analyze a problem; A-advanced skills, encompassing ability to evaluate, judge, and synthesize information

Text/Readings:

1. Robbins, SP; Judge, TA. (2022). *Essentials of Organizational Behavior, 15th Edition*
2. Appleman, JE. (2018). *10 Steps to Successful Business Writing, 2nd Edition*. Versa Press: East Peoria, IL. Available for purchase through Amazon or other vendors. [Electronic Copy](#)
3. Harvard Business School Publishing Coursepack (link will be posted on Carmen to purchase or will provide an electronic copy if available)
4. Other required readings and/or content will be posted on Carmen.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** The class will be taught in a classroom-based format, supplemented by a course website. Classroom sessions will be designed to give students the opportunity to synthesize and apply content from their assigned readings to practical situations. In order to enhance student learning, a variety of different approaches to teaching and learning will be used in the class sessions: lectures, discussions, small group work, facilitated activities, and guest speakers. *In some instances, distance-based learning approaches may be deployed in lieu of a classroom meeting, e.g. online lectures/guest speakers, etc. to support student learning. These will be clearly communicated in advance via the course website.*
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., class meetings and instructor content and Carmen activities for example) in addition to 6 hours of homework/active learning activities (e.g., reading and assignment preparation, for example) to receive a grade of B+, expected performance.

Attendance and participation requirements:

- **Attendance** is expected and necessary for active engagement and fruitful discussion. Only two unexcused absences will be allowed. If you miss more than two class sessions, your engagement grade will be lowered by one third of a letter grade for each additional absence (e.g., if a student has an engagement grade of A- and three absences, the engagement grade will be lowered to a B+).
- **Preparedness.** The quality of our in-class learning experience is directly influenced by each of us making the effort to prepare, attend, and actively engage in discussion. You are expected to be prepared for each class. Preparedness includes completing required reading, analyzing any assigned cases, and completing any homework assignments that are due. Being prepared for every class will enable class participation on any day, will help students keep up with the concepts covered, and will promote the development of management skills throughout the course.
- **Respectful participation.** Exposure to a diversity of ideas, perspectives, and opinions is necessary for learning and growth. Before criticizing the contributions of others, first make every effort to ensure you have correctly understood the points made in the readings and by others in class and then critique these in a respectful manner.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings) or Teams

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**

All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Final Exam: 20%

The Final Exam will be a Take Home exam in which you will be asked to synthesize content that you have learned in the course to answer questions and/or analyze a management case. You will have approximately one week to complete the exam so make-up exam time is not typically available. However, please discuss with the instructor if you have a significant conflict in the timing of the exam. This exam will be open note, open book. No AI can be used. All answers must be your own individual effort.

Class Prep Assignments: 20%

You will be required to complete a short “class prep” assignments for most sessions within each module. These assignments are intended to assess your understanding of key course concepts, get you thinking more deeply about readings and course content, consider practical applications, and/or prepare you for in-class discussions. These assignments may also include questions that prompt reflection on your own experience relative to the content. These assignments will be graded using ✓, ✓+, ✓- based on the homework rubric posted on Carmen. Detailed assignment descriptions will be available in Carmen as modules are released.

Business Memos (2): 40%

In this course you will write two business-style memos. These assignments will help you to apply and integrate course content by analyzing and making recommendations for addressing “real life” management challenges. These assignments will develop your ability to think critically and communicate clearly and concisely in a professional business format. Recognizing that business writing is a skill to be learned (and may be new to most of you), you will complete this assignment in iterative stages designed to support skills development. These stages include completion of an initial draft, peer review activities to develop your ability to develop, recognize, and provide constructive feedback to others, and a final draft that I will grade (and provide improvement-oriented feedback) using the MHA Writing Rubric that is posted on Carmen.

Quizzes: 10%

You will complete several brief, multiple choice quizzes via Carmen. These quizzes provide you an opportunity to test your knowledge of basic course concepts and provide me with insight into content areas that require explanation.

Engagement: 10%

By definition, management is a highly engaged practice in which individuals have to demonstrate self-awareness, an ability to engage thoughtfully and substantively, and a commitment to improve. This class will challenge you to actively engage and develop these practices. Engagement in this course will be evaluated based on your active participation, attitude, and in-depth involvement with the content and ideas throughout the course. Your engagement will be based on evidence that you are taking ownership of your own learning in all aspects of this course as outlined in the “Engagement Rubric” which is posted on Carmen. **Please note:** This part of your grade is fully in your control, so make sure you understand the criteria for engagement and set yourself up to achieve the level of engagement you want to demonstrate. To support you with this, you will be asked to set goals for your own engagement at the beginning of the semester; these goals should be based on your own personal goals for this aspect of the course, your understanding of the course engagement opportunities, and a consideration of your own experience/approach to engaging in your courses. We will ask you to assess your progress toward meeting those goals at the mid-point of the semester which will give you an opportunity to adjust your goals and/or approach, and then we will ask you to assess your level of engagement at the end of the semester. The criteria for engagement in this course include:

- **Journaling Assignments.** Self-reflective journaling is a well-established leadership development practice for developing self-awareness, processing ones’ experience to synthesize insights and identify opportunities for growth, and then setting goals/taking action towards that growth. For this course, you will complete several journaling assignments that are designed to help you internalize what you are learning in this course, apply it to your own experience, and identify ways in which you might learn from your experience/grow in a leader. Your initial, mid-point, and final engagement self-assessments will also be considered as part of the reflection component. Because the journaling assignments are designed for you/your growth we will not grade them in a traditional sense, but consider them as part of your overall course engagement as outlined in the “Engagement Rubric.” We will review your reflections and provide feedback/ask questions to support your growth, we will also score the assignments based on the definition of “reflection” in the engagement rubric. Journaling prompts and “Guidelines for Journaling and Self-Reflection” will be posted on Carmen.

- **Classroom Discussions.** This is a discussion-based class, so you will have many opportunities to participate in classroom discussions. These discussions will provide a forum to clarify, reinforce, and apply course concepts, link concepts to practice, and draw connections across course topics—and to get to know and learn from one another! The more engaged you are, the more engaging the discussions will be... so please come ready to participate and contribute.
- **Attendance.** You have to be in class in order to engage!

Grading

The following are guidelines for the assignment of grades to graduate students. Each category of grades and the weighted percentage is outlined in the above section. Please note that the instructor reserves the right to adjust the grading scale if it appears necessary due to overall class performance. These adjustments will only raise a student's grade, not lower it.

Grading Scale

A	94 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <94	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	83 to <87	Good work that reflects mastery of some of the material
B-	80 to <83	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of the material
C	73 to <77	Mediocre work that reflects familiarity with most of the material
C-	70 to <73	Mediocre work that reflects little familiarity with the material
D+	67 to <70	
D	60 to <67	
E	Below 60	

Class Policies

Below is a list of class policies which are designed to ensure a positive, productive learning experience for everyone.

1. **Preparedness.** The quality of our in-class learning experience is directly influenced by each of us making the effort to prepare, attend, and actively engage in discussion. You are expected to be prepared for each class. Preparedness includes completing required reading, analyzing any assigned cases, and completing any homework assignments that are due. Being prepared for every class will enable class participation on any day, will help students keep up with the concepts covered, and will promote the development of management skills throughout the course.
2. **Attendance** is expected and necessary for active engagement and fruitful discussion. Only two unexcused absences will be allowed. If you miss more than two class sessions, your engagement grade will be lowered by one third of a letter grade for each additional absence (e.g., if a student has an engagement grade of A- and three absences, the engagement grade will be lowered to a B+).

3. **Respectful participation.** Exposure to a diversity of ideas, perspectives, and opinions is necessary for learning and growth. Before criticizing the contributions of others, first make every effort to ensure you have correctly understood the points made in the readings and by others in class and then critique these in a respectful manner.
4. **Computers or cell phones.** Please refrain from using email, the Internet or other computer applications during class unless these uses are directly related to class activities. Regardless of one's ability to "multi-task," use of computers for activities not related to the class is frequently distracting to others. Please silence your cell phones for the entirety of each class session. If I see you using computers, cell phones, or other electronics for anything other than class activities I will check in, ask you what is going on, and politely ask you to refrain in the future; if this behavior persists after that conversation, your engagement grade will be lowered by one-third of a letter grade.
5. **Late assignments** are not accepted, except in the most extenuating of circumstances. All due dates are posted at the start of the term. Students are advised to work ahead of deadlines.
6. **Changes in course outline.** Through the semester, I might make changes to the course outline and I will notify students in advance of any such changes; these changes might include assignment of supplemental reading, inviting a guest lecturer, shifting due dates, or changing the content of class sessions. I will notify students in advance of any such changes and update on the Carmen page as appropriate.

If you have a situation that might impact your ability to adhere to any of these course policies, please discuss them with me as soon as possible.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class are to apply key concepts, describe management challenges, demonstrate your ability to write, and to develop self-awareness and behavioral strategies, the use of generative artificial intelligence (GenAI) tools such as **Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate** is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity\(opens in new window\)](#) policy and [Code of Student Conduct\(opens in new window\)](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct\(opens in new window\)](#).

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make

arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a

reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free

from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

The Ohio State University College of Public Health
PUBHHMP 7615: Health Services Organizational Management
3 credit hours – Autumn 2025

The table below summarizes the overall course outline, indicating the topics, readings, and major assignments. This outline **may not** include all smaller, low-stakes class prep assignments which you can expect for nearly every session. These will be posted in the Carmen modules and released at least one week prior to the due date.

Week	Date	Topic (s)	Learning Material	Assignment(s)
Course Introduction				
1	8/26	• Introduction • Growth Mindset	• Course Materials • RJ 1: What is Organizational Behavior • Ted Talk: The Power of Believing You Can Improve • Short Videos	• Self-assessments: Tolerance for Ambiguity, Management Aptitude • Engagement Self-Assessment and Action Plan • Journal: Growth Mindset
	8/28 (no class)			
2	9/2	• Current Challenges in Healthcare Management • First Impressions	• Article: Confronting Health Worker Burnout and Well-being (NEJM) • Podcast: The Dos and Don'ts of Returning to the Office (WorkLife) • Personal Brand, Create Your 30 Second Elevator Speech	• Class Prep Assignment • Create Your 30 Second Elevator Speech
Understanding Individuals in Organizations				
	9/4	• MHA Career Paths • Employee Engagement and Satisfaction	• RJ 3: Attitudes and Job Satisfaction • Ted Talk: Why We Need to Treat our Employees as Thoughtfully as our Customers (Doslik) • Sherwood: Employee Engagement Drives Healthcare Quality and Financial Returns (HBRWeb Article, 10/30/13)	• Quiz: Engagement • Class Prep Assignment

Week	Date	Topic (s)	Learning Material	Assignment(s)
3	9/9	• Personality and Values	• RJ 5: Personality and Values	• Quiz: Personality • Self-Assessments • Class Prep Assignment (Individual and Group)
	9/11 (no class)	No Class: Attend HSMP Alumni Society Management Institute	• Management Institute 9/12/25 VUE Columbus	• Reflection: Management Institute
4	9/16	• Motivation Theories and Concepts	• RJ 7: Motivation Concepts • The Puzzle of Motivation (TedTalk: Daniel Pink) • Video: Equity Theory at Work	• Quiz: Motivation • Class Prep Assignment
	9/18	• Managing Motivation	• RJ 8: Motivation: From Concepts to Applications	• Class Prep Assignment
5	9/23	• Case: Tardy Drama Queen	• Read: Tardy Drama Queen (Carmen)	• Class Prep Assignment
	9/25	• Business Writing Workshop	• Appleman, Selections • Dillon: What Corporate America Can't Build: A sentence (NYT)	• Class Prep Assignments • Journal: Writing
Working with Other People				
6	9/30	• Case: Barbara Norris	• Case: Barbara Norris	• Class Prep Assignment • Journal: Understanding Individuals (Unit Wrap-up)
	10/2	• Giving/Receiving Feedback	• Phoel, C. Feedback that Works (HBR Web Article, 4/27/09) • Stone & Heen. Thanks for the Feedback (Rotman Management, 2014) • Appleman, 83-89 • RJ, 178-182 (Modes of Communication, Communication Channels)	• Memo #1 (Draft)
7	10/7	Foundations of Group Behavior	• RJ 9: Select	• Quiz: Groups and Teams • Peer Feedback: Memo 1

Week	Date	Topic (s)	Learning Material	Assignment(s)
	10/9	Teams in Practice	- RJ 10 (select) - Ted Talk: How to Turn a Group of Strangers into a Team (Edmondson)	- Self-Assessment: Social Styles Inventory - Memo #1 (Final)
8	10/14	Thinking Styles and Group Functioning	- Case: Dear CEO - DeBono: Six Thinking Hats	- Class Prep - Mid-Term Engagement Self-Assessment and Action Plan
	10/16 (no class)	Fall Break		
Advancing the Workplace				
9	10/21 (virtual class)	Strength Finders (Guest Speaker: Hannah Nosbisch)	Strength Finders Material	Strength Finders Assessment
	10/23	- Group Decision Making - The Imperative for Advancing the Workforce	- RJ 2, 6 (select), 9 (select) - Ely & Thomas: Getting Serious about Diversity: Enough Already with the Business Case (HBR) - Groysburg & Connelly, Great Leaders Who Make the Mix Work - Case: Dear Faculty Practice Administrator	- Quiz: Decision Making - Class Prep - Journal: Working with Other People (Unit Wrap Up)
10	10/28	Legal Foundations (Guest Speaker: Erika Pearsol-Christie)	Fried and Fottler 5 (Carmen)	Class Prep
Organizing for Success				
	10/30	Advancing the Workplace	- Advancing Workplace Diversity, Equity and Inclusion - Diversity in Organizations - Inclusion in Organizations	- Class Preps - Quiz: Diversity - Journal: Advancing Workplace DEIC
11	11/4	Organizational Structure and Design	- RJ 15 - Case: Handoffs in Patient Care	- Quiz: Organizational Design - Class Prep

Week	Date	Topic (s)	Learning Material	Assignment(s)
	11/6	Addressing Workplace Incivility (Guest Speaker: Shalanda Perkins)	- Porath Pearson Price of Incivility Article - Incivility Communication Video	Class Prep
12	11/11 (no class)	Veterans Day		
	11/13	Organizational Governance	- The Guide to Good Governance for Hospital Boards (AHA) - National Healthcare Governance Survey (AHA)	Class Prep
13	11/18	Understanding Our Biases	- Online Implicit Bias Training: Kirwin Institute - Videos: Jose vs Joe: Who gets the job; Researching unconscious bias in healthcare (Kirwin) - Podcase: How to Bust Bias at Work	- Class Prep - Memo #2 Draft - Self-assessment: Implicit Bias - Online Implicit Bias Training: Kirwan Institute
	11/20	Inclusive Culture (Guest Speaker)	Inclusive Culture	Memo #2 Peer Feedback
14	11/25	Management Ethics	- Buckingham, M., & Goodall, A. (2015). Reinventing Performance Management, <i>Harvard Business Review</i>. April; 42-50. - Williams, M. (1997). Performance Appraisal is Dead. Long Live Performance Management! <i>Harvard Management Update</i>. February; 3-6.	- Class Prep - Memo #2 Final
	11/27 (no class)	Thanksgiving Break		

Week	Date	Topic (s)	Learning Material	Assignment(s)
15	12/2	Organization Culture and Change	- RJ 16 - Quinn & Thakor Creating a Purpose-driven Organization	- Quiz: Organizational Culture - Optional: Competing Values Assessment
	12/4	Performance Management	- Buckingham & Goodall Reinventing Performance Management - Williams Performance Appraisal is Dead	Class Prep
16	12/9	Performance Management (cont)	Job Descriptions/Resume Review/Interviews	Activity: Determination of New Hire
	Final Assignments			12/12 Take Home Exam and Engagement Final Assessment