

Master of Healthcare Administration Austin Peay State University

MHA 5480-W11: Conflict Management for Healthcare Environments- May 30th to June 30th, 2023

Instructor reserves the right to adjust the syllabus and/or course schedule.

Any changes will be communicated thru the announcement(s) for the course.

Instructor Information: Dr. Blake Hendrickson Email: hendricksona@apsu.edu

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Other Email instructions: Please email using your APSU account and indicate the course number in the subject line. I typically respond within 48 hours. This includes weekends but does not include holidays

NOTE: The information presented in this syllabus is subject to expansion, change, or modification during the semester. Please continually refer to D2L content and announcements for the most up to date information.

Course Details: Asynchronous via D2L

Course Description: This course will give the student a blueprint for redefining resolution and building a culture of constructive conflict management, from designing a conflict management strategy and developing a formal resolution process to embedding mediation, engaging stakeholders, and training managers in resolution skills.

Credit Hours: 3/ Prerequisites and/or Co-requisites: None

Course Goals:

- Students will learn the nature of conflict
- Why study conflict?
- Students will analyze their own views of conflict and discover opportunities for improvement.
- Students will learn the different types of Conflict Styles
- Students will analyze their own views of conflict and discover opportunities for improvement.
- Students will assess their own Conflict Style and decide on improvements
- Students will learn to analyze conflicts
- Students will learn by doing case studies, through guest speakers or other outside material to participate in scenarios of conflicts, especially within Healthcare/ patient vs employee/ patient vs Provider/employee vs employee

Program Competencies:

After this course, the students should be able to achieve the following competencies and level listed

Domain # and Name	Competency #	Level in this course: 1 (beginner), 2 (intermediate) and 3 (advanced)	Competency Title	Competency Description	Assessed By:
Domain 1 Knowledge of Healthcare Systems	1	1	Healthcare Environments	Interpret key laws and regulations as they relate to the healthcare environment Compare global healthcare systems, including the U.S.,	Quizzes

				regarding access, affordability, and quality.	
Domain 1 Knowledge of Healthcare Systems	2	2	Patient and Provider Experiences	Exhibit understanding of how stakeholder incentives affect behavior costs, and other outcomes Apply policies and tools that promote equitable care practices Apply a population health approach to improving health outcomes and eliminating health disparities	Quizzes
Domain 2: Communication and Interpersonal Effectiveness	2	2	Communication Skills	Demonstrate effective oral, written and presentation skills Exhibit active listening behaviors and open communication styles	Discussion Boards and Group Presentation
Domain 2: Communication and Interpersonal Effectiveness	2	2	Interpersonal Skills	Demonstrate ability to identify and engage key stakeholders Apply appropriate interpersonal communication tools to a variety of settings and audiences	Quizzes and Group Presentation
Domain 2: Communication and Interpersonal Effectiveness	3	3	Conflict Management and Negotiation Skills	Employ conflict management tools to help employees improve work relationships Demonstrate ability to manage divergent and competing needs within an organization and arrive at suitable resolutions.	Quizzes, Discussion Boards and Group Presentation
Domain 3: Critical Thinking and problem solving	2	2	Problem Solving	Apply appropriate data and tools to solve problems and make decisions Demonstrate aptitude for collaborative approaches to problem solving	Group Presentation and Discussion Boards
Domain 4: Management and Business Skills	1	1	General Management	Distinguish the advantages and disadvantages of various organizational designs Apply quality improvement theories and approaches to practical situations	Discussion Boards
Domain 4: Management	2	2	Strategic Management	Critique an organization's vision, mission, and strategic plan	

and Business Skills				Apply methods and tools to strategic human resources management	Group Presentation
Domain 4: Management and Business Skills	4	2	Project Management	Incorporate evidence- based approaches and empirical research in the design and implementation of healthcare programs and delivery systems. Exhibit potential to manage a project involving resources, impact, scope and percentage of project completed.	Group Presentation
Human Resource Management	5	1	Human Resource Management	Apply strategic human resources tools and data Recognize the various roles and responsibilities within an organization and the impacts each have on the others	Group Presentation and Discussion Board
Domain 4: Management and Business Skills	6	1	Information Management	Apply appropriate information management technologies and tools Recognize the role and importance of technology in managing a healthcare organization	Quizzes
Domain 5: Leadership, Professionalism and Ethical Behaviors	1	2	Leadership Skills and Behaviors	Apply appropriate leadership styles and approaches to organizational performance and improvement Clearly articulate vision and mission of an organization	Group Presentation
Domain 5: Leadership, Professionalism and Ethical Behaviors	3	3	Organizational and Professional Ethics	Apply ethical decision-making approaches to various dilemmas and situations Operate from a position of integrity and alignment with organization's mission and values	Discussion Board
Domain 5: Leadership, Professionalism and Ethical Behaviors	4	3	Organizational Culture	Demonstrate inclusive behaviors, appreciation for diversity, and cultural awareness Exhibit leadership practices that support team effectiveness	Quizzes and Group Presentation

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Course Text and Materials

Required Textbook:

Hocker, J., Berry, K., & Wilmot, W. (2022). Interpersonal Conflict (11th Edition). New York, New York: McGraw Hill

Suggested Supplemental Reading:

Raines, S. (2020). Conflict Management for Managers Resolving Workplace, Client and Policy Disputes (2nd edition), Latham, Maryland: Rowman & Littlefield

Instructor Provided Resources:

Videos and online Reading Resources may be provided several times during the course, along with pertinent podcasts.

Technical Requirements

Students need to have access to the computer hardware and software necessary to use the university course management system (D2L, Blackboard, e.g.) to access and submit assignments, access course documents like journal articles, PowerPoint, and review grades. Students must also have the computer literacy, equipment, and software to use e-mail, PowerPoint, and Microsoft Word, or other tools used in the course.

APSU Information Technology

For Austin Peay email and OneStop login issues contact (931) 221-HELP (4357) or govstech@apsu.edu. Go to [GovsTech](#) for more information

Distance Education Support

For technical issues within your online/hybrid course, contact (931) 221-6625 or online@apsu.edu. Go to [Distance Education's website](#) for more information

Class Participation

Students are expected to engage with the material, the instructor, and fellow students via D2L. Upon request, Dr. Hendrickson can set up zoom sessions for students to work through materials and topics. Students who make a meaningful contribution to classroom discussions or discussion boards when online will earn points set aside for these categories. Students who demonstrate they are unprepared or fail to engage in discussions or are unable to do problems in class are subject to loss of designated points.

Time Commitment

This online course runs for four (4) weeks. **Each module lists the start and due date for each assignment.**

This course is critical in the MHA curriculum. Plan to spend 12 to over 20 hours per week reading assigned text, completing assignments, discussing with classmates, case studies, and a possible class project that will be explained later in the Syllabus.

Instructional Procedures

For the MHA curriculum, **many higher learning objectives are targeted**. These may include, but not be limited to lecture, guest speakers to review, inverted classrooms (where students teach Instructor), discussions, videos, class projects, presentations, and exams.

Type of Assignment	Number of Assignments	Points
Chapter Assignments	16 @ 100 points	1600
Discussion Boards	2 at 50 points each	100
Case Study/Group Presentation	1 at 200 points	200
Quiz/Exam	2 at 100 points	200
Total		2100 points

Details for the above grade items are elsewhere in this syllabus, or will be available in attachments, online or in class, as D2L modules.

Grade Points

A = 1890-2100

B = 1680 to 1879

C = 1470 to 1679

D = 1260 to 1469

F = Below 1260

To calculate your percentage/letter grade during the course, divide the total number points you have earned by the total number of points possible and multiple by 100. This will give you the percentage associated with the letter grades.

Grades earned will typically be reported in D2L as points towards 500 total possible. Students may track these and determine a grade status by dividing points earned to date by points possible to that date. Accumulated points earned by the students will determine final grades. Points earned can be matched to a letter grade using the schedule above

D2L

You will access most course content and activities through D2L. You must submit all quizzes, exams, written assignments, projects, and other graded items through the appropriate D2L assignment submission folder or quiz area. I will not accept nor grade anything submitted by email or other means. All course-related discussions should be through the D2L Discussions tool.

If anything requires going to an outside site, I will provide clear instructions.

Expectations on assignments, due dates, and exam make-up

- Obtaining a textbook for the course is the student's responsibility. Obtain a book from any source in time to submit the first assignments by the due dates. Not having a text is not an acceptable reason to be untimely in submitting an assignment.
- Exams will cover the materials assigned.
- There will be no points earned for assignments submitted late, unless approved by instructor. See Late Work/Extension policy below
- An online course represents a convenience of not having to commute to or attending class physically. However, students are expected to be available during the window of availability to sit for timed exams. Students are also expected to stay current with assignments and readings so the limitation on time to take exams is not a barrier to performance.
- Promptly communicate technical and other course issues or problems to the instructor.
- Adhere to all of the guidelines regarding academic honesty, which can be found among other institutional policies in the APSU Student Handbook.

- No make-up will be given for in class quizzes, exams, or assignments without a prior notice of absence, or an excused absence. Discretion may be applied as to whether the reason for missing a scheduled assignment, exam, or quiz is valid. Students missing exams or assignments may consider their best option is to withdraw and/or repeat the course, if too many points are lost.
- Students must check into the course a minimum of three days per week to participate in the discussion forums actively and substantially and to complete required online course activities.
- Read the syllabus and the information in D2L Contents and other areas to fully understand an assignment. Submit assignments into the drop boxes provided. Assignments submitted by email, mail, or into the wrong drop box will not be graded and not earn points toward the final grade.
- Check in on the D2L announcements every day to stay up to date and get information about changes in the exams, assignments, or discussion boards.

Instructor Expectations:

- An attempt will be made by the instructor to respond to emails within 24 hours Monday through Friday. Response times may vary during weekends and holidays.
- Give timely and thorough feedback on all assignments and assessments. In this course, feedback will be provided within 6 days of assignment/assessment submission.
- Post weekly announcements at the beginning of each module to update the class on progress and upcoming assignments/assessments.
- Set the tone of the course and lead the process of building an online learning community.

Communication Policy:

- Weekly announcements will be made through D2L on the “Announcements” page.
- Please be sure to check your APSU email and D2L on a regular, if not daily, basis.
- If you have problems with accessing your APSU email account or D2L, contact GovsTech at 931-221-4357 or email govstech@apsu.edu.
- The best way to contact me directly via email at hendricksona@apsu.edu
- If needed, Zoom video conferences, phone calls, or office visits can be scheduled via email

Late Work/Extension Request Policy

Due dates for each assessment/assignment in this course will be specified in the course site. Late submissions will be accepted only at the discretion of the instructor. Grade deductions up to and including a zero score may be assigned for late submissions at the discretion of the instructor.

Discussion Forums:

These will be announced in advance. This will allow participation in posting comments on a topic related to our studies. Assessment of your postings will be based on frequency, focus, number of other postings read, and usefulness of your posting. Each Forum will allow you an opportunity to earn points. The instructor has the capacity to establish frequency, and timeliness of postings to determine points to be awarded. For private matters, students are encouraged to use e-mail to the instructor, not discussion forums. **Initial posts should be a minimum of 250 words and replies 100 words.**

Students are expected to conduct their interactions in a professional manner and commensurate with the Academic Honor Code and personally complete course requirements. Failure to complete all course requirements will be grounds for assigning a failing grade. There is no “make up” for failing to post in discussions during the allowed time.

Writing Expectations

Strong written communication skills are a primary requirement for most employers. As such, written communication is an important component of your Austin Peay education. Written materials must adhere to standard American English. Please proofread your discussions, assignments, and projects before submitting them. I will grade for content, completeness, organization, spelling, grammar, and punctuation, as well as demonstration of knowledge gained in the course and your ability to apply it.

Our course and the health systems management industry use the APA 7 Style Guide for citations.

Students with Disabilities

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me and Disability Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu, so that reasonable accommodations may be arranged. For more information, please visit the [APSU Disability Services website](#).

Course/Classroom Student Conduct

Civil and open discussion online and in the classroom is encouraged. However, demeaning, abusive, or derogatory language regarding race, gender, age, nationality, and religious or sexual preference is not acceptable. Students may be warned only once and in online courses offensive postings may be removed.

Academic misconduct is defined as the following:

Plagiarism. The adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution.

Cheating. Using or attempting to use unauthorized materials, information or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

Fabrication. Unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitation or Collusion. Assisting or attempting to assist another to violate a provision of the institution’s student code of conduct regarding academic misconduct.

Students should be aware that a violation of the University’s Academic Misconduct Policy can result in disciplinary action which could include failure for an assignment, failure for an entire course, probation, suspension, or expulsion from the University. If students are not certain whether a practice would be considered academic misconduct, they should always consult with their instructor.

There will also be an end of course survey regarding your thoughts on whether the course delivered the competencies that were set out in the beginning of the course.

APSU Course Evaluations:

This important tool will be available to you during a time that will be announced during the course.

All feedback you submit for the in-course surveys and the end-of-course evaluation is anonymous

University Policies

Minors in the classroom According to APSU policy #3:032, minors, defined as those under the age of 18, are not allowed in classrooms. While extenuating circumstances do occur and make it difficult for some students to attend without bringing children with them on occasion, the University policy will be enforced and requests for children to be in the classroom will be denied. Minors are also not allowed in academic labs, computer labs, science labs, or the library. Children are also not to be left in halls outside classrooms. Please be aware that the policy on unattended minors is for the purpose of ensuring that our classrooms are conducive to learning and for the safety and protection of minors. For additional information on minors on campus, contact the Office of Student Affairs in the Morgan University Center.

COVID-19 Syllabus Supplement – UPDATED January 10, 2022 for Spring '22

We should all continue to take steps to mitigate the spread of COVID-19. Masks are recommended for all faculty, staff, and students while indoors. To help keep our university community safe, vaccination and boosters are strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

Any student exhibiting symptoms of COVID-19 should seek a test. If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student is required to fill out the COVID-19 Self-Reporting Form and isolate for five days from the onset of symptoms. If fever-free without medication, and if other symptoms are improving, the student can return to normal activities on Day 6. The student is strongly encouraged to wear a mask through Day 10. To help prevent further spread, students who test positive should notify anyone with whom they were within six feet for more than fifteen minutes. Students missing class should email their instructors when possible. The COVID-19 vaccine, booster, and testing are still free and widely available through Boyd Health Services. Visit the APSU Coronavirus Dashboard webpage for more information.

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Equity, Access, and Inclusion.

Title IX statement:

Austin Peay State University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. APSU has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please feel free to contact LaNeeça R. Williams, Title IX Coordinator by phone at (931)221-7690 or by email at Williamslr@apsu.edu.

Divisive Concepts Legislation

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

Class Schedule and Assignments

MHA 5480 has a lot of content to cover during the summer. Your assignments may cover 1 to 3 chapters each week in our textbook. Your assignments will be in Modules in D2L and include your chapter quizzes, Discussion Board(s), A Case Study where the class will be in groups to provide a PPT presentation, possible review of guest lectures (may be a bonus).

Summer Session Term 1: May 31st to July 1st

Schedules may vary from those with assignments. I do try to end a little early so you can concentrate on any other classes.

THE COURSE SCHEDULE FOLLOWS AND AS NOTED EARLIER MAY HAVE CHANGES WHICH WOULD BE ANNOUNCED IN D2L.

Module	Content Focus	Assignments/Due Dates in D2L
1	The components of Conflict including Nature, Perspectives, and Interests and Goals	Answer questions in assignments Chapters 1 to 3. Use McGraw Hill Connect. Dividing class into teams for Case Study. Watch Connect Orientation Videos
2	The structure of conflicts and conflict styles	Answer questions in “Connect” for Chapters 4 and 5 and complete the Module 2 Discussion.
3	Analyzing conflicts and Bullying. We will also discuss “Is conflict different in healthcare?”	Answer questions in Connect for Chapters 7 & 8. Discussion Board, and either guest lecturer report or other outside source as assigned.
4	Interpersonal Negotiation	Answer questions in Connect for Chapter 9. Presentation of Case Study by Teams/ Final Exam due