FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

1. Program Change Form: Create Minor in Healthcare and Medical Services Management
2. HMSM 325 Course Form
3. HMSM 340 Course Form
4. HMSM 342 Course Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director: [Signature] Date: 2/8/2016
2. Signature of Academic Dean: [Signature] Date: 2/5/2016
3. Signature of Provost: [Signature] Date: 2/17/16
4. Signature of Business Affairs (only for course fees): [Signature] Date: ■ fee approved on □ BOT approval pending
5. Signature of Curriculum Committee Chair:
   — [Signature] Date: ■
6. Signature of Budget Committee Chair (only for new programs):
   — [Signature] Date: ■
7. Signature of Academic Planning Committee Chair (only for new programs):
   — [Signature] Date: ■
8. Signature of Faculty Senate Secretary:
   — [Signature] Date: ■

Date Approved by Faculty Senate:
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
• Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Godfrey Gibbison            Phone: 3-3596           Email: gibbisong@cofc.edu

School: Professional Studies    Department or Program:

Name and Acronym of Minor: Healthcare and Medical Services Management, HMSM

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Minor (complete all portions)

☐ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): ______
Number of Proposed Credit Hours (for new or changing minors): ___18___

Catalog year in which changes will take effect: FALL __2016________

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

☐ X Yes—Which major(s) or concentration(s)? Bachelor of Professional Studies with concentration in Healthcare and Medical Services Management

☐ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For

This form was last updated on 6/6/2013 and replaces all others.
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

Required Courses (9 hours)

HSM 302: Structure of the US Healthcare Delivery System  
HSM 303: Healthcare Law and Regulation  
HSM 346: Leadership and Management in Healthcare Organizations

Elective Courses (select three courses from the following list)

HSM 320: Healthcare Financial Management  
HSM 325: Healthcare Information Management  
HSM 340: Human Resources Management in Healthcare Organizations  
HSM 342: Healthcare Marketing  
HSM 402: Healthcare Operations Management

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g., interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

The Bachelor of Professional Studies healthcare and medical services management concentration was created in 2015 after significant consultation with industry, other local higher education institutions and various departments and programs at the College. During many of these discussions the sentiments were expressed within the College that this curriculum could be complimentary to other programs of study at the College, and that students who are not pursuing the Professional Studies concentration needed to be provided a pathway to access this curriculum. And indeed, already in the first two semesters of offering the courses that were created last spring, we have seen steady interest from non-Professional Studies students. For example, half of the students who enrolled in the first course offered last fall were non-BPS students. Interest has come from students pursuing programs of study in the School of Business, School of Education Health and Human Performance and School of Science and Mathematics.

The creation of the minor is intended to allow primarily non-Professional Studies students the opportunity to complement their liberal arts curriculum with a robust introduction to the management of healthcare operations and services and earn a recognizable credential.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will be able to explain the structure of the US Healthcare delivery system.</td>
<td>In HSM 302 students will write a series of short papers that demonstrate their understanding of the industry.</td>
</tr>
<tr>
<td>2. Students will be able to explain the financing of healthcare in the United States.</td>
<td>Tests and other assignments will be developed in HSM 320 to assess students understanding of how the healthcare industry is financed and the role of various payers.</td>
</tr>
<tr>
<td>3. Students will understand the laws and regulations</td>
<td>In HSM 303 students will write a series of short papers demonstrating understanding of relevant laws and regulations.</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
that govern the healthcare system | papers that demonstrate their understanding of the laws and regulations that govern various aspects of the industry.

4. Students will understand the fundamental principles of management as applied to the healthcare industry. | Assessments based on case studies will be used in HMSM 346 to assess students understanding of how management principles apply to the healthcare industry.

How does this minor align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this minor?

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

This minor does not overlap with any existing program at the College. None of the courses being offered exist in other programs and there will be no impact on faculty in any existing department.

The only impact, if any, should be in a positive manner, in that the curriculum may be potentially strongly complementary to certain existing majors.

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

This minor will capitalize on existing courses that support the Professional Studies concentration in healthcare and medical services management, as well as new courses being proposed in support of that concentration. These courses are not expected to reach capacity for at least two years, providing ample opportunity to plan for increased demand and associated costs.

It should also be noted that there are substantial library resources that exist currently to support this program of study.

I. CHECKLIST.

☐ I have completed all relevant parts of the form.
☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
A. CONTACT/COURSE INFORMATION.

Name: Godfrey Gibbison          Phone: 3-3596          Email: gibbisona@cofc.edu

Department or Program: Bachelor of Professional Studies    School: Professional Studies

Subject Acronym and Course Number: HSM 325

Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

A patient's health information is protected by many laws and regulations. Healthcare providers are expected to keep patient data secure, confidential and maintain their integrity. At the same time there is greater pressure to ensure patient data are portable, which typically means stored and shared electronically. These requirements will mean significant changes for healthcare managers and particularly the health workers who have to produce and maintain such data. This course will address the following topics: patient portals, electronic medical record, decision support resources, evidence based practice, informatics education and resources available to staff, and staff attitudes to technology and change. At the end of the course students will understand the role of informatics in the healthcare system, be able to describe the stages of system implementation and optimization and understand the current regulatory environment.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will supplement other healthcare management courses planned or being offered at the College of Charleston North campus relating to healthcare delivery systems, healthcare finance and healthcare operations management.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn?

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: 
School: Professional Studies 
Subject Acronym: HMSM 
Course Number: 325

Credit hours: 3 lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: Healthcare Information Management

Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides an introduction to healthcare informatics and how it is transforming practice. The course will introduce students to terminology, hardware and software technologies, issues, and current trends. It includes the history of healthcare IT, fundamentals, workflow, regulations in the industry, and the system development life cycle.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Professional Studies student or junior standing

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course?

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn?

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no What is the fee? $
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

This course will be taught by an adjunct faculty. The compensation will be $3,000.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Summarize the role that informatics has in the healthcare system of the United States.</td>
<td>Students will be required to complete a 2-4 page paper on the role of informatics in the healthcare system. All students will be assessed. Students are expected to score at least 70% on this assessment.</td>
</tr>
<tr>
<td>2. Identify the stages of system implementation and optimization.</td>
<td>This outcome will be assessed in the mid-term quiz. All students will be assessed. Students are expected to score at least 70% on this assessment.</td>
</tr>
<tr>
<td>3. Outline the current regulatory environment and trends in HIT</td>
<td>One online discussion will be centered on the current regulatory environment and trends in HIT. All students will be assessed. Students are expected to score at least 70% on this assessment.</td>
</tr>
<tr>
<td>4. Examine how HIT is engaging and empowering patients.</td>
<td>One online discussion will be centered on how HIT is engaging and empowering patients. All students will be assessed. Students are expected to score at least 70% on this assessment.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  ☑ yes  ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

This form was last updated on 12/13/13 and replaces all others.
J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Syllabus for Healthcare Informatics  
College of Charleston  

3 Credit Hours  

Date of offering: Fall 2016, October -December 2016  

Time: Day TBD, 6:00-8:45 PM and weekly on line discussions (Hybrid instructional format)  

Classroom: TBD North Campus  

Instructor: Dr. Daniel P. Gracie, DNP, RN-BC  
Office Hours: By Appointment  

Office: North Campus, Room TBD, 3800 Paramount Drive, North Charleston, SC 29405  

Phone (direct): TBD  
Email: C of C email address TBD  

North Campus Reception: 843-953-0007  

Course Description:  

This course provides an introduction to healthcare informatics and how it is transforming practice. The course will introduce students to terminology, hardware and software technologies, issues, and current trends. It includes the history of healthcare IT, fundamentals, workflow, regulations in the industry, and the system development life cycle.  

Course Objectives:  

Students will be able to:  
1. Summarize the role that informatics has in the healthcare system of the United States.  
2. Discuss organizational culture and how structure can impact change.  
3. Describe the importance of workflow and usability in healthcare IT  
4. Identify the stages of system implementation and optimization.  
5. Outline the current regulatory environment and trends in HIT  
6. Examine how HIT is engaging and empowering patients.
Grading
A Superior work
A-
B+ Very good
B Good
B-
C+ Fair
C Acceptable
D Barely passing
F Failure

Grade Assessment

1. Class attendance and participation (and attitude towards class) ...................... 20%
2. Online discussion participation .................................................. 20
2. What HIT is to me paper .................................................. 10
4. Team presentation .................................................. 20
5. Final paper .......................................................... 30
Total ......................................................................................... 100%

Student Responsibilities and Deliverables

- Complete assigned readings in preparation for class
- Attend every class and participate in class discussions, e.g., asking questions, making contributions to discussions and to share ideas.
- Students must inform the instructor if missing a class beforehand. The student is responsible for making up any assignments, and obtaining discussion notes from a classmate.
- Participate in the weekly online discussions in a meaningful and engaged manner.
- Submit all deliverables listed in the syllabus electronically by the due date provided.

Online discussion participation requirements:
- Make initial posting by the Wednesday of the week
- Respond to two peers by the last day of the week
- Post on at least two different days in the discussion week.
- For initial postings:
  o Goal of 250 words
  o At least 2 citations of recent or cornerstone material
- For peer responses:
  o Goal of at least 100 words
  o Must do more than simply agree or commend peer
  o At least 1 citation of recent or cornerstone material
What is HIT to me: Due by the end of Week 3
  - Define your current understanding of healthcare information technology and reflect on your work experience or an experience as a patient. Consider addressing the following topics: patient portals, electronic medical record, decision support resources, evidence based practice, informatics, education and resources available to staff, and staff attitudes to technology and change. This assignment is to be 2-4 pages, APA formatting, and at least two citations.

Team Presentation: Due by the end of Week 5
  - As a group, select a topic from our text and craft a presentation on the topic to a selected audience (patients, healthcare providers, etc). Please submit all topics to the instructor by the end of Week 3 for approval.
    o 15-20 slides, be sure to use the notes feature
    o APA formatting for citations

Final paper: Due by the end of Week 7
  - Select from one of the topics below and notify the instructor by the end of week 3;
    o Three articles relating to healthcare IT implementations. Compare and contrast them for similarities, what went well, and areas for improvement.
    o A patient tool or technology and provide a review of it. Be sure to cover the accuracy and appropriateness of the tool, how practical the item is, what impact it has the ability to have on healthcare (financial, quality, compliance, etc).
    o Recent legislation or regulatory topic impacting patient care or healthcare providers. Review the literature, define the topic and group impacted, review the impact with regards to cost/quality/feasibility.

1. All term paper topics must be approved by Instructor prior to the project moving forward.
2. Format using APA
3. Paper consisting of 4-6 pages excluding cover page and bibliography.
4. Late submissions will not be accepted.

HONOR CODE:

All students are expected to abide by the College of Charleston’s Honor Code. Violations will be addressed and serious sanctions in accordance with policy of College may be imposed. Students can find the complete Honor Code and all related processes in the College of Charleston Student Handbook at
http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

In particular:

- Exams and papers must be completed entirely on your own. You may confer with classmates on assignments but exam answers, cases and the writing of papers
must be a student's own product.

- Third party sources, statements of fact, theories or novel concepts, or research findings must be identified by use of proper notation and citation. Plagiarism is an Honor Code violation.

See additional guidelines at the end of the syllabus

**Required Course Text:**


Additionally, current published articles will be distributed during class for discussion, as well as use for case studies.

**Course Calendar**

Students are responsible to note and adhere to such dates as Last Drop/Add Date and Withdrawal Deadlines which are universal to the College of Charleston for the term which the course is offered.

Note: Students are required to bring textbook to all classes.

**Class 1, Week of:**

- Review syllabus, course requirements and expectations.
- Review assignment expectations
- Begin preparation of “What is HIT to me?” article

   2. Decide term paper topic and get approval from instructor

**Class 2, Week of:**

**Topic: HIT Planning and Design**

Assignments: 1. Text Chapters: 2- Healthcare Informatics Planning and Analysis, and 3- Designing a Usable Healthcare Information System
   2. Read supplemental articles supplied by instructor.
   3. Continue to work on “What is HIT to me?”
   4. Groups to start planning for presentation
Class 3, Week of
Topic: Healthcare Informatics Planning, Testing and Implementation

   2. Read supplemental articles supplied by instructor.
   3. Submit "What is HIT to me?" by day 7 at 11:59 PM EST.
   4. Groups to start planning for presentation. Submit topic by end of week.

Class 4, Week
Topic: System Optimization and Project Management

   2. Read supplemental articles supplied by instructor.
   3. Groups to start planning for presentation
   4. Begin planning for final paper.

Class 5, Week
Topic: Regulatory Bodies, Security, and Privacy in Healthcare

Assignment: 1. Text Chapters: 10 Security and Privacy in Healthcare IT
   2. Read supplemental articles supplied by instructor.
   3. Submit team presentations for grading (will present in Week 7)
   4. Continue work on final paper.

Class 6, Week
Topic: Patient Engagement

Assignment: 1. Text Chapters: 14- Patient Engagement in HIT, and 17- Connected and Mobile Health’s Promise for the Triple Aim
   2. Read supplemental articles supplied by instructor.
   3. Submit team presentations for grading (will present in Week 7)
   4. Continue work on final paper.

Class 7, Week
Topic: Future Trends and Reflection

Assignment: 1. Text Chapters: 16- Healthcare Analytics
   2. Read supplemental articles supplied by instructor.
   3. Present team presentations to class.
   4. Reflect on course content and format.
Date ________ Grades due from all faculty at noon
Date: ________ Final grades posted at noon.

STUDENTS WITH DISABILITIES:

The College abides by the Americans with Disabilities Act (ADA) protecting the civil rights of persons with disabilities. The College will make reasonable accommodations for persons with documented disability. Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104, College of Charleston Main Campus. Students approved for accommodations are responsible for notifying the Course Instructor as soon as possible or at least one week before any particular accommodation is needed. Students who have a documented disability with approved accommodations should provide their Instructor Notification Letter (PNL) from SNAP to the Course Instructor and discuss it privately with the Instructor by appointment.

CLASSROOM CODE OF CONDUCT

Civil conduct is expected in the classroom. This includes:

- Arriving on time for the start of class and not leaving prior to its conclusion.

- Turning off cell phones, pagers and all other electronic distractions.

- Not talking with classmates while the Instructor (or another student or guest lecturer) has the floor and is speaking.

- Displaying visible and noisy signs of restlessness that may be distracting as well as disruptive to others.

Inappropriate behavior will be addressed by the Instructor with courtesy, fairness and progressive discipline. If serious or persistent, the Office of the Dean of Students may be contacted for involvement. If the safety of others is threatened or unlawful behavior is occurring, the Department of Safety will be immediately alerted, with appropriate other officers of Public Safety.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance to the topic or problem.</td>
<td>- 0 The posting does not directly address the question or problem posed by the discussion activity. 0 points</td>
<td>- 2 The posting addresses key issues, questions, or problems related to the text and the discussion activity, but in some cases only indirectly or obliquely. It does not always apply course concepts fully. 2 points</td>
<td>- 4 The posting directly addresses key issues, questions, or problems related to the text and the discussion activity. The posting applies course concepts well, connecting them to actual activity. 4 points</td>
</tr>
<tr>
<td>Insight and application of course concepts.</td>
<td>- 0 The posting does not offer significant insights, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic. 0 points</td>
<td>- 2 The posting does offer some insight, analysis, or observation to the topic, but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topic. 2 points</td>
<td>- 4 The posting offers original or thoughtful insight, analysis, or observation that demonstrates a strong grasp of concepts or ideas pertaining to the discussion topic. 4 points</td>
</tr>
<tr>
<td>Use of Evidence and Support</td>
<td>- 0 The posting does not support its claims with either evidence or argument. The posting contains largely unsupported opinion. 0 points</td>
<td>- 2 The posting generally supports claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear. 2 points</td>
<td>- 4 The posting supports all claims and opinions with either rational argument or evidence. Evidence is documented with appropriate citations. 4 points</td>
</tr>
<tr>
<td>Number of Responses</td>
<td>- 0 The responses do not meet the number required for the discussion activity. 0 points</td>
<td>- 2 The responses fulfill the minimum required number for the discussion activity. 2 points</td>
<td>- 4 The responses exceed the requirement for the discussion activity. 4 points</td>
</tr>
<tr>
<td>Substance of Responses</td>
<td>- 0 The responses do not offer any new insight by either extending the position of the original post or providing an alternate point of view. 0 points</td>
<td>- 2 The responses generally offer some insight by either extending the point of the original post or offering an alternate point of view, but they may not encourage further thought or reflection on the discussion topic as much as they possibly could. 2 points</td>
<td>- 4 The responses offer either an extension or elaboration on the original posting or a clearly alternate point of view that fosters further thinking, reflection, or response on the discussion topic. 4 points</td>
</tr>
<tr>
<td>Criteria</td>
<td>0points</td>
<td>8points</td>
<td>12points</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Provides one example from the list relating it to the student's practice setting. Provides at least one practice example and provides detail on the item and areas of opportunity if applicable.</td>
<td>Assignment does not fulfill the stated requirements or does not use an approved item. No detail is provided on how the topic relates to the practice setting. No plan or an inappropriate plan for the opportunity identified.</td>
<td>Assignment is missing some of the requirements. Item from the list is selected and minimal detail is provided on how it relates to the practice setting. Student provides a plan for the opportunity provided with minimal detail.</td>
<td>Assignment is complete and meets the requirements. One item from the list is selected and provides detail on how it relates to their practice setting. Student provides an appropriate plan for the opportunity identified.</td>
</tr>
<tr>
<td>Provides a second practice example and provides detail on the item and areas of opportunity if applicable.</td>
<td>Assignment does not fulfill the stated requirements or does not use an approved item. No detail is provided on how the topic relates to the practice setting. No plan or an inappropriate plan for the opportunity identified.</td>
<td>Assignment is missing some of the requirements. Item from the list is selected and minimal detail is provided on how it relates to the practice setting. Student provides a plan for the opportunity provided with minimal detail.</td>
<td>Assignment is complete and meets the requirements. One item from the list is selected and provides detail on how it relates to their practice setting. Student provides an appropriate plan for the opportunity identified.</td>
</tr>
<tr>
<td>APA Format</td>
<td>More than five APA formatting errors. 0points</td>
<td>APA formatting with less than five errors. 4points</td>
<td>APA formatting with less than three errors. 7points</td>
</tr>
<tr>
<td>Grammar, Spelling, Punctuation, and appropriate references used as required.</td>
<td>Assignment does not follow guidelines. Grammar, spelling, and/or punctuation errors make the submission hard to follow. Sentences are not clear and/or content is inappropriate. 0points</td>
<td>Work is somewhat organized and/or items are missing from the guidelines. Substantial amount of grammar, spelling, and/or punctuation errors. Sentences are unclear and/or content is minimally appropriately. 4points</td>
<td>Assignment is organized and follows set guidelines. Minimal grammar, spelling, and/or punctuation errors. Sentences are clear and content is appropriate. 7points</td>
</tr>
</tbody>
</table>
### Assignment 2 Rubric - Due at the end of Week 5

As a group, select a topic from our text and craft a presentation on the topic to a selected audience (patients, healthcare providers, etc). Please submit all topics to the instructor by the end of Week 3 for approval.

**Due XXX XX, 201X by 11:59 PM EST**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Assignment does not fulfill the stated requirements or provide a practice example. No detail is provided on how the topic relates to the practice setting. No plan or an inappropriate plan for the opportunity identified. 0 points</th>
<th>Assignment is missing some of the requirements. One area of opportunity is presented and minimal detail is provided on how it relates to their practice setting. Student provides a plan for the opportunity provided with minimal detail. 8 points</th>
<th>Assignment is complete and meets the requirements. One area of opportunity is presented and the student provides detail on how it relates to their practice setting. Student provides an appropriate plan for the opportunity identified. 12 points</th>
<th>Assignment exceeds expectations. One or more areas of opportunity are presented and the student is able to clearly relate it to their practice setting and provide concise examples. Student is able to provide a clear plan for the opportunity identified. 15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides at least one clear example from the text and provides detail on the item and areas of opportunity if applicable.</td>
<td>Presentation is 10-15 slides, contains notes elaborating on the bullet points of the presentation, professional style/design, and provides information on protecting patient information.</td>
<td>APA Format</td>
<td>Grammar, Spelling, Punctuation, and appropriate references used as required.</td>
<td></td>
</tr>
<tr>
<td>Assignment does not fulfill the stated requirements or does not use an approved item. Student oversimplifies topic or fails to present major points. Most slides present multiple ideas and too many words. No plan or an inappropriate plan for the opportunity identified. 0 points</td>
<td>Assignment does not follow guidelines. Grammar, spelling, and/or punctuation errors make the submission hard to follow. Sentences are not clear and/or content is inappropriate. 0 points</td>
<td>More than five APA formatting errors. 0 points</td>
<td>Assignment does not follow guidelines. Grammar, spelling, and/or punctuation errors make the submission hard to follow. Sentences are not clear and/or content is inappropriate. 0 points</td>
<td>Work is somewhat organized and/or items are missing from the guidelines. Substantial amount of grammar, spelling, and/or punctuation errors. Sentences are unclear and/or content is minimally appropriate. 4 points</td>
</tr>
</tbody>
</table>
## Assignment 3 Rubric - Due at the end of Week 7

Follow options listed above. This assignment is to be 4-6 pages, APA formatting, and at least two citations.

### Due XXX X, 201X by 11:59 PM EST

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Assignment does not fulfill the stated requirements or does not use an approved item. No detail is provided on how the topic relates to the practice setting. No plan or an inappropriate plan for the opportunity identified. 0points</th>
<th>Assignment is missing some of the requirements. Item from the list is selected and minimal detail is provided on how it relates to the practice setting. Student provides a plan for the opportunity provided with minimal detail. 8points</th>
<th>Assignment is complete and meets the requirements. One item from the list is selected and provides detail on how it relates to their practice setting. Student provides an appropriate plan for the opportunity identified. 12points</th>
<th>Assignment exceeds expectations. One item from the list is selected and the student is able to clearly relate it to their practice setting and provide concise examples. Student is able to provide a clear plan for the opportunity identified. 15points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides clear examples relating to chosen topic and covers all listed items for the chosen topic.</td>
<td>Assignment does not fulfill the stated requirements or does not use an approved item. No detail is provided on how the topic relates to the practice setting. No plan or an inappropriate plan for the opportunity identified. 0points</td>
<td>Assignment is missing some of the requirements. Item from the list is selected and minimal detail is provided on how it relates to the practice setting. Student provides a plan for the opportunity provided with minimal detail. 8points</td>
<td>Assignment is complete and meets the requirements. One item from the list is selected and provides detail on how it relates to their practice setting. Student provides an appropriate plan for the opportunity identified. 12points</td>
<td>Assignment exceeds expectations. One item from the list is selected and the student is able to clearly relate it to their practice setting and provide concise examples. Student is able to provide a clear plan for the opportunity identified. 15points</td>
</tr>
<tr>
<td>Provides a second practice example and provides detail on the item and areas of opportunity if applicable.</td>
<td>Assignment does not fulfill the stated requirements or does not use an approved item. No detail is provided on how the topic relates to the practice setting. No plan or an inappropriate plan for the opportunity identified. 0points</td>
<td>Assignment is missing some of the requirements. Item from the list is selected and minimal detail is provided on how it relates to the practice setting. Student provides a plan for the opportunity provided with minimal detail. 8points</td>
<td>Assignment is complete and meets the requirements. One item from the list is selected and provides detail on how it relates to their practice setting. Student provides an appropriate plan for the opportunity identified. 12points</td>
<td>Assignment exceeds expectations. One item from the list is selected and the student is able to clearly relate it to their practice setting and provide concise examples. Student is able to provide a clear plan for the opportunity identified. 15points</td>
</tr>
<tr>
<td>APA Format</td>
<td>More than five APA formatting errors. 0points</td>
<td>APA formatting with less than five errors. 4points</td>
<td>APA formatting with less than three errors. 7points</td>
<td>Correct APA formatting without errors. 10points</td>
</tr>
<tr>
<td>Grammar, Spelling, Punctuation, and appropriate references used as required.</td>
<td>Assignment does not follow guidelines. Grammar, spelling, and/or punctuation errors make the submission hard to follow. Sentences are not clear and/or content is inappropriate. 0points</td>
<td>Work is somewhat organized and/or items are missing from the guidelines. Substantial amount of grammar, spelling, and/or punctuation errors. Sentences are unclear and/or content is minimally appropriately. 4points</td>
<td>Assignment is organized and follows set guidelines. Minimal grammar, spelling, and/or punctuation errors. Sentences are clear and content is appropriate. 7points</td>
<td>Represents scholarly writing. Free of grammar, spelling, and/or punctuation errors. Sentences are clear, concise, and use appropriate structure. 10points</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Godfrey Gibbison      Phone: 3-3596      Email: gibbisong@cofc.edu
Department or Program: Bachelor of Professional Studies      School: Professional Studies
Subject Acronym and Course Number: HSM 340
Catalog Year in which changes will take effect: FALL 2016

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

One of the most underserviced educational needs in the region is Human Resource Management (HRM). There is a large market for courses in HRM. Employers and prospective students tell us this is an area into which we could expand that would best serve their needs. Additionally, Health Care is among the largest industries in the tri-county area. We believe a course in Health Care Human Resource Management would fill a large educational niche.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

There are no other courses or programs of this nature at the College. We do not believe this would impact, in a negative way, any existing programs or courses. However, we do see a need for additional courses in HRM and Healthcare Management, and this course would be one of a number of future HRM courses to fit into a larger HRM concentration or program.

This form was last updated on 12/13/13 and replaces all others.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ___

NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: 
School: Professional Studies 
Subject Acronym: HMSM 
Course Number: 340

Credit hours: 3 ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Human Resources Management in Healthcare Organizations

Course description (maximum 50 words, exactly as it appears in the catalog):

Examines the complexities and multiple issues involved in human resource management in health-care organizations. Seeks to provide the health-care professional with current thinking, theory, and best practices for the effective management of people in health-care organizations. Provides health-care professionals with specific skills in recruiting, interviewing, compensation, and more.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☑ no
If so, which course? ______________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ______________
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☑ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? ☐ yes ☑ no What is the fee? $_____

This form was last updated on 12/13/13 and replaces all others.
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

This course will be taught by a roster faculty teaching on an overload basis or retired faculty. The cost will vary between $4,500 and $6,000 each time it is offered.

H. **STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. To understand developments in the field of human resource (HR) management that health care managers will face in the new century.</td>
<td>All students will be assessed via a term project which will tap their understanding of new HR concepts and services.</td>
</tr>
<tr>
<td>2. To provide students with the technical and legal knowledge that will prepare them (a) for careers in health care Human Resources, and (b) for professional exams so that they can become PHR or SPHR certified by the Human Resource Certification Institute (HRCI).</td>
<td>All students will be tested twice during the semester via an on-line, 50 item test designed to test their knowledge of legal, professional, and technical HRM issues.</td>
</tr>
<tr>
<td>3. To enhance writing, interpersonal, presentation and critical thinking skills through examinations, in-class exercises, team presentations, and other assignments.</td>
<td>Students will turn in term project papers, and give presentations to a Board of outside HR Managers for grading.</td>
</tr>
<tr>
<td>4. To increase students' abilities to work productively and efficiently in virtual teams.</td>
<td>Term projects will be developed and completed virtually and will be graded via a final project paper.</td>
</tr>
</tbody>
</table>
1. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

1. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Course Description:

Examines the complexities and multiple issues involved in human resource management in health-care organizations. Offers health-care professionals an opportunity to obtain the knowledge and tools to manage people in all aspects of their work from recruiting, to interviewing, to compensation and benefits, to motivational strategies and performance appraisals, to promotions and terminations, and to managing human relations and unions. Seeks to provide the health-care professional with current thinking, theory, and best practices for the effective management of people in health-care organizations.

Course Objectives:

1. To understand developments in the field of human resource (HR) management that health care managers will face in the new century.

2. To be able to apply these developments to practical problems in health care organizations such that, those who become health care managers will be able to manage HR activities in a way that considers the organization's needs, the human needs and ethical dimensions.

3. For those students who choose to become health care HR professionals, to provide them with the technical and legal knowledge that will prepare them (a) for careers in health care Human Resources, and (b) for professional exams so that they can become PHR or SPHR certified by the Human Resource Certification Institute (HRCI).

4. To enhance writing, interpersonal, presentation and critical thinking skills through examinations, in-class exercises, team presentations, and other assignments.

5. To increase students' abilities to work productively and efficiently in virtual teams.

6. To explore and develop one's ethical grounding as applied to health care Human Resources.

Prerequisites: Junior standing (60 hours)
**Attendance Policy and Honor Code:**

Attendance is required on dates when the class is scheduled to meet physically together. Individuals who miss these days will have their final grades reduced by one level for each day missed. Teams will be given time to work together most weeks during those scheduled classes. Additionally, no assignments may be handed in late. Handing in assignments late will be treated as not handing in the assignment at all. Assignments handed in late will be graded F.

All students are expected to adhere to the College of Charleston Honor Code. The Honor Code of the College of Charleston specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and, by their acceptance of admission to the College, to abide by the Code and to report violations. The following is from the Code of Honor Handbook:

**Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration—working together without
permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.


Students are also expected to abide by the College's Code of Conduct. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Any violation of the Honor Code or Code of Conduct will be promptly reported to the Office of Student Affairs.

**Use of PDA devices:**

The use of all PDA devices, including cell phones and laptop computers are expressly forbidden in the classroom during lectures and class discussions. Texting, receiving or sending messages, cell phone use, or the use of laptop computers during these times will result in immediate dismissal from the lecture with an absence recorded. Students must keep these devices turned off and out of sight during class. It is a violation of this policy to keep such devices on your lap. Of course the use of these devices during team meetings to prepare assignments is not prohibited.

**Center for Student Learning:**

The Instructor encourages you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at
no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

Text Books:

All students must purchase:

The following book may be purchased to fulfill the "extra credit" assignment:

Conduct of the Class

Several components of your instruction will be assigned for you individual learning. The student must take personal responsibility for completing these assignments by the date assigned. These components consist of the following: (1) pre-quizzes – so called because they are short tests that must be taken on-line prior to the subject being discussed in class; they have a due date which must be adhered to. (2) Chapter readings – each chapter must be read by the date assigned and prior to that topic being discussed in class; ideally the chapter’s pre-quiz will be accomplished after the chapter is read. (3) Power Point lectures and Voice Threads – the lectures are included in the Oaks site for this course; these should be studied by the date assigned.

Students will read the assigned chapters and complete the pre-quizzes by the date assigned. This should prepare students to discuss the class topics during the scheduled classroom meetings.

Each class room period will be comprised of a discussion period where the class will discuss the assigned topics; thoughts from a guest speaker; and time for teams to work on their projects.

Work Requirements and Grading Policy:

Your grade will be determined by seven factors: (1) a team "term project," (2) peer evaluations, (3) 2 power (on-line) quizzes, (4) the Board’s evaluation of your team’s classroom presentations, (5) 10 pre-quizzes – see schedule, (6) attendance at scheduled classroom periods, (7) "extra credit" paper.

Term Projects: The "term project" will be worth 40% of your grade. The actual grade you receive will be determined by the material in your Human Resource Policy Manual. Each team member will receive the same grade based on
the team’s performance. That is, each team member will receive the same grade as the team receives for the project.

Grades on the Policy and Procedure Term Project will be based on (1) the quality of thinking reflected in the Manual, and on the level of integration among all the policies; (2) the fit of the policies with the hospital’s Beliefs and Principles; and (3) the level of ‘Employee Engagement’ that the policies have the potential to achieve. Furthermore, points will be deducted for technical English and grammar errors and errors of form that occur in the project document. These errors include, but are not limited to, the following:

- Each misspelled word
- Each sentence fragment
- Each run-on sentence or comma splice
- Each mistake in capitalization
- Each serious error in punctuation
- Each error in verb tense or subject/verb agreement
- Lack of conformity with assignment format
- Each improper citation

The HR Policies should be written in a straightforward, simple English style much like the style of Wall Street Journal articles. The policies should describe the "essence" of your ideas, where they came from, AND what makes them world class, e.g., what world class organizations are using similar procedures. Each article should be typed on no more than 1 single-spaced page in 12 point type with standard margins.

The term project will be conducted in a team and will require students to spend several hours per week developing the projects. A project schedule will be required by the end of the 2nd week of the semester. The project schedule will show a detailed timeline for each week of the semester that will include when various parts of each project will be completed. The timelines should include the presentations to the Board of Directors.

Each week time will be devoted to work on the Policy and Procedure Manual. For maximum results, Team Members should come to the scheduled class meeting prepared to discuss the class topic and the work they have accomplished on their projects. The remainder of their project work for that week will be done on-line.

**Board Evaluations:** Your team will make a classroom presentation before the Board of Directors of St. Thomas’ hospital. The Board will evaluate your presentations using the evaluation form included in the attachments. This presentation will be worth 10% of your grade. The forms the Board will use to evaluate your presentations can be found in Appendix E.

**Peer Evaluations:** Your work on your team will be evaluated by your teammates. Depending on the evaluation of your performance in the team by your
teammates you may receive a performance bonus from +20% to -20% of your team’s salary allotment for the two projects. Only in extreme cases will students receive bonuses of +/- 20% (above/below SD). Typical bonuses will run from 0 to 10%. The performance evaluations are intended to help the instructor differentiate between excellent contributors within your team, average contributors, and poor contributors. In a few cases in the past, teams have jointly decided to give all team members the same rating. In cases such as these no bonuses are given to any students since the instructor cannot differentiate between high performers and average performers when everyone on the team is rated the same. Only in exceptionally rare cases where a team achieves remarkable results and all team members are rated as excellent by their team members will the instructor consider giving all team members bonus points. The form for completing the Peer Evaluation will be found in Appendix F.

Most teams struggle with interpersonal conflicts or personality differences from time to time. Teams are encouraged to work through these as best they can. The professor is available to facilitate the team’s work as needed. Please feel free to talk to the Professor about team related problems at any time or to ask him to help you with teamwork or team problems. Should one or more members of a team become a disciplinary or non-performance problem for the team, the class does have a disciplinary policy that is covered below under “Team Discipline Procedure” on page 6 of this syllabus.

**Quizzes:** All quizzes will be found in Oaks.

**Power Quizzes:** There will be 2 "Power" quizzes (see Calendar) worth 20% of your grade each. The quizzes will be made up of 50 multiple choice items that will come from the chapters assigned up to the date of the quiz, and since the date of the previous quiz in the case of the 2nd power Quiz, and (2) from your PowerPoint lectures. These Power Quizzes will be taken on-line at Connect.

**Pre-Quizzes:** In the course schedule you will see that there are 10 on-line quizzes scheduled throughout the semester. These are open book quizzes and will be worth 10% of your grade.

**Attendance:** Attendance is required on those days a class meeting is scheduled. Your grade will be reduced by one step for each class missed or for which you are late.

**Optional Credit Paper:** The optional credit paper will be Pass/Fail. If you pass you will have your grade improved by one letter grade; if you fail your grade will be unaffected. That is, if, for example, according to the above mentioned grading criteria, you receive a B, and you get a Pass grade on the final paper, your final grade will be a B+. If you Fail the paper, you will receive a final grade of B.

The extra credit paper should be a discussion of the book,
Your 5+ page paper should answer these questions:

i. Identify several specific differences between the organization’s HR approach and “Average Hospital, Inc.”

ii. What are the advantages or “pros” and disadvantages or “cons” to each difference?

Other: The Professor reserves the right to raise or lower a student’s grade based on their contribution, or lack thereof, to the class and to the learning of the other students in the class.

**Team Discipline Procedure:**

Occasionally, as in any organization, there are individuals who just do not fit. As a result, they are not motivated, they do not pull their load, they don’t get along, etc. It is possible that this may occur in your team. This class has a termination policy for teams to use in order to handle this possibility. If a team member suffers from non-performance or other forms of low productivity, first, the team should counsel the team member to find out what the source of the problem is and to discuss the importance of improving their performance. Second, if the behavior does not change, the team should once again discuss the problem with the team member, document the discussion and send a copy of the document to the Professor. Third, if the problem is not solved, the Professor will meet with the team and the individual together as a way to insure that “due process” has been carried out and, if so, to impress on the individual that they must improve. Fourth, if the non-performance continues, the individual will be fired from his/her team. That individual will be notified by Edisto email. It is the responsibility of each individual to check his or her own Edisto emails. In steps 2 and 3 of this procedure, the individual will document the discussion. The document should include the specific plan the individual and team agree to that will correct the behavior. Within one day of the meeting the "improvement plan" should be forwarded to the Professor by the individual with a copy to the team.

An individual who is fired from a team, may seek employment with another team. If she/he cannot find employment in a team, s/he will be responsible for handing in all the policy and procedure articles on his/her own. S/he will not make a presentation to the Board -- since only teams present to the Board -- and hence will receive no payment for presentations they are not a part of. Teams should note that this action should be initiated as soon as the individual’s behavior becomes problematic. It will not do to suffer an individual’s poor performance throughout the semester, then to initiate "disciplinary" procedures late in the semester. This is unfair to the individual.
Class Schedule

Week __________ Class Topics, Speakers, and Assignments:

1. Course overview plus
   Two topics. Chapter 1 -- Strategic HR and Chapter 2 -- The Health Care Professional.
   Pre-quiz #1 due xx/xx/xx
   Pre-quiz #2 due xx/xx/xx
   Guest Speaker: to be announced
   Discussion of term project and assignment of teams.

2. Topic: The Legal Environment. Read Chapter 3 and complete Pre-quiz #3 by xx/xx/xx.
   Guest Speaker: to be announced
   Work on team projects
   Read through these websites: http://www.eeoc.gov/facts/qanda.html;
   http://www.law.cornell.edu/wex/employment_discrimination.

3. Two topics: Chapter 4 – Job Design and Employee Engagement and Chapter 5 Recruitment and Selection.
   Pre-quiz #4 due by xx/xx/xx; Pre-quiz #5 due by xx/xx/xx.
   Guest Speaker: to be announced
   Work on team projects

   Pre-quiz #6 and Pre-quiz #7 due by xx/xx/xx
   Guest Speaker: to be announced
   Power Quiz #1 on Chapters 1 – 5

   Pre-quiz #8 and pre-quiz #9 due by xx/xx/xx
   Guest Speaker: to be announced
   Work on team projects

   Pre-quiz #10 due by xx/xx/xx.
   Guest Speaker: to be announced.
   Work on team projects.

7. Team presentations to Board of St. Thomas Hospital
   Power Quiz #2 on Chapters 6, 7, 8, 9, and 11. Turn in Team Policy Manuals.
Appendix A
The St. Thomas Hospital Story

St. Thomas Hospital (STH) is a 100 bed hospital in a medium sized east coast city. It offers a full range of health care services and serves as a hub in a network of specialty clinics and general practice and family care facilities.

STH has grown fairly rapidly over the past 15 years with the Human Resource system being more of an afterthought. It’s HR policies were cobbled together mostly in response to employee problems that occurred from time to time. Recently, in addition to feeling that STH could do better, the CEO began to hear about what many were calling “high engagement” organizations. He has found out that this idea has been around for about 40 to 50 years under different banners, but he, himself, has only just found out about it.

He has commissioned his HR team to recommend a new way of managing the organization from an HR perspective. Your job is to scour the world in search of these “high engagement” companies and health care organizations and find out how they manage their HR systems. This will include recommending a new hospital mission, vision, and values along with 7 HR systems that support this “high engagement” idea and the new mission, vision, and values you recommend.

Your team has about 5 weeks to prepare your recommendations. At the end of that time, you will present your recommendations to the Board of Directors of STH.

It is assumed that your recommendations, if accepted by the Board, will dramatically change the way we manage this hospital. So, as with any change effort, you can expect great resistance and skepticism from some members of the Board. Therefore, you should also be prepared to support your recommendations with the business case for your ideas – that is, what other successful organizations are approaching things in that way, is there any data to indicate the kind of performance improvements that might be expected from doing things that way, etc.

These are the items for which you should provide recommendations:
- Corporate Vision, Mission and Values
- Employee performance feedback system
- People who are not performing up to expectations or who are breaking the rules. (What is our discipline procedure?)
- Development and training system
- Issues related to diversity; how do we know if our workforce is diverse? How will we accommodate disabled people? How will we insure that harassment of any sort does not take place?
- Interview and selection procedure
- Employee engagement and continuous improvement – what will the CI process look like?
- Workplace environment and culture
# APPENDIX B

**Sample Team Project Plan**

<table>
<thead>
<tr>
<th>Date</th>
<th>Who</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27-2/2</td>
<td>Kylene &amp; Quinn</td>
<td>Research Equal Employment, AA, and Employment Diversity</td>
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<td>2/3/09</td>
<td>Andy &amp; Blake</td>
<td>Research Performance Management, Discipline procedures</td>
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<td>2/10/16</td>
<td>Cameron</td>
<td>Research Attendance; time reporting; paid absence</td>
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<td>2/17/23</td>
<td>Drew &amp; Dianne</td>
<td>Research Recruitment and Retention; job postings, new employee orientation program</td>
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<td>2/23</td>
<td>All</td>
<td>Meet to review research work and decide on options for each topic</td>
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<td>2/24 - 3/2</td>
<td>Quinn</td>
<td>Research Employee development</td>
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<td>3/3/09</td>
<td>All</td>
<td>Spring Break</td>
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<td>3/9</td>
<td>All</td>
<td>Meet to review written articles from above</td>
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<td>3/10/16</td>
<td>Kylene</td>
<td>Research Anti-terrorism and Security; Planning and Staffing Requirements</td>
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<td>3/12</td>
<td>All</td>
<td>Prepare Board presentation</td>
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<td>3/17/23</td>
<td>Andy</td>
<td>1st Board Review; Research Compensation and Benefits</td>
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<tr>
<td>3/24/30</td>
<td>Blake</td>
<td>Research Substance Abuse; Impairment at work; Employee Assistance Program</td>
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<td>3/31</td>
<td>Desiree &amp; Cameron</td>
<td>Research Safety; International Relocation</td>
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<td>4/3</td>
<td>Drew</td>
<td>Research Unions; Continuous Improvement</td>
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<td>4/7</td>
<td>All</td>
<td>Meet to review research from Andy, Blake, Desiree, Drew, and Cameron</td>
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<td>4/10</td>
<td>All</td>
<td>Meet to review written articles and prepare Board presentation</td>
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<td>4/14/15</td>
<td>All</td>
<td>2nd Board Review</td>
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<td>4/16</td>
<td>All</td>
<td>Party!</td>
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APPENDIX C

EXPECTATIONS OF STUDENTS BY THE BOARD OF DIRECTORS

One of our Board Members has outlined the expectations of the Board Members regarding students' performance during presentations. These are listed below.

1. Dress in formal/appropriate business attire. (If you do not have such clothes, advise the Board in advance.)
3. Call on/ask other HR professionals for input as part of your research (TCHRMA can help).
4. Notes are fine, but do not read your presentation and do not read from a PowerPoint slide.
5. It is OK to answer a question from the Board stating "I don't know." A fake or opinionated response will work against you. You may ask the Board for their insight (that is how real Boards operate!) The purpose is to learn.
6. Research legal implications.
APPENDIX D -- PRESENTATION EVALUATION FORM

Names of Team Members:

Topics:

Appearance -- clean clothing, neat and business-like appearance and apparel.

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Organization -- materials, team members, and other presentation elements appear to be well prepared, and planned out so that all actions and activities occur in a seamless manner.

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Content -- the ideas presented are "world class," and appropriate to STH’s environment.

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Preparation -- team members know their material inside and out and are prepared to answer any and all questions related to their subjects; their research has been thorough and complete.

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Team work -- the presentation is delivered in a way that uses all the team members’ unique individual talents.

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Interest -- the presentation enthuses and excites the audience without being audacious or "over the top."

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Demeanor -- the team members maintain a confident, business like attitude and character.

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Design -- the AV materials and content are well thought out and contribute to the effectiveness of the presentation.

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APPENDIX E

Team Member Evaluation Form

Your Full Name: _____________________________

In organizations, performance evaluation is an important part of every person's job; you are expected to make a fair and accurate evaluation. The evaluation is to be made based upon each person's overall contribution to the team and may include factors such as leadership, quality of work input, quantity of work input, teamwork/cooperation, preparation for meetings, contributions to the team, attendance at meetings, interpersonal relationships, problem solving ability, etc.

Forced Ranking: Rank your team members (but not yourself) from one to the total number, one being the best. In addition, you are to allocate "chips" among team members. You have 40 chips for 7 persons, 34 chips for 6 people, 28 chips for 5 persons, and 22 chips for 4 persons. After you have allocated all your chips add them up again to see that you have allocated only the number of chips prescribed for the number of people you are ranking. The number of chips you have to allocate is determined by the number of names you have listed below, not by the actual number of people who are on your team.

<table>
<thead>
<tr>
<th>Rank</th>
<th>First and Last Names</th>
<th>Number of Chips</th>
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FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Godfrey Gibbison Phone: 3-3596 Email: gibbisona@cofc.edu

Department or Program: Bachelor of Professional Studies School: Professional Studies

Subject Acronym and Course Number: HSM 342

Catalog Year in which changes will take effect: FALL ___2016_______

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [x] Add a New Course (complete parts C, D, F, G, H, I, J)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  - [ ] Course Number (you must submit a course deactivation request for the old course number)
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The medical field is growing and in need of business oriented professionals to work in multiple areas and institutions. These include hospitals and hospital systems (called Integrated Health Networks), outpatient clinics (especially for diabetes and dialysis), nursing home chains and drug store companies. Additionally, job opportunities are increasing in healthcare informatics, supply chain management, regulatory affairs, medical device, pharmaceutical, home health agencies and in global marketing. There are new technologies being developed to improve activities of daily living, extending a lifespan, and providing mobility to patients who may not have it before. Many of the current physicians, physical therapists, nurses and other healthcare workers know little about marketing.

Courses in healthcare marketing are increasingly being offered at the undergraduate and graduate levels in universities around the country, including UAB and Northwestern University.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will supplement other healthcare courses planned or being offered at the College of Charleston North campus relating to healthcare delivery systems, healthcare insurance, and reimbursement issues.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? [ ] yes [ ] no If yes, how many total credit hours may the student earn? __________

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: 
School: Professional Studies Subject Acronym: HMSM Course Number: 342

Credit hours: ___ 3 ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Healthcare Marketing

Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides an introduction to marketing fundamentals and how they relate and to challenges faced in the healthcare environment. The course will introduce students to specific pharmaceutical and medical device companies, how they operate and communicate with their various target audiences. It includes an introduction to business opportunity identification, new product development, marketing guidance, regulatory and new product launch challenges.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Professional Studies students or junior standing

If this is a newly-created course, is it intended to be the equivalent of an existing course? [ ] yes [x] no
If so, which course? __________________

If equivalent, will the newly-created course replace the existing course? [ ] yes [ ] no

Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): __________________
Note: Cross-listed courses are equivalent.

This form was last updated on 12/13/13 and replaces all others.
Is this course repeatable? ☐ yes ☒ no  If yes, how many total credit hours may the student earn? ______

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no  What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

This course will be taught by and adjunct faculty. Teaching will be compensated at a rate of $3,000 each semester the course is taught.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Learn basic marketing principles and real world case experience to launch, build and provide solutions to assist the healthcare industry.</td>
<td>A term paper or marketing plan is required on a topic incorporating the 4 ps of marketing and relating to healthcare.</td>
</tr>
<tr>
<td>2. Understand the business environment in terms of market structure. This includes learning all the players in the healthcare environment.</td>
<td>A midterm and final exam will cover these topics.</td>
</tr>
<tr>
<td>3. How marketing is changing and including the need and use of data analytics, use of social media, public relations and new ways to better understand patient and caregiver needs.</td>
<td>A real world class assignment will be completed with a medical company, assisting the company's management in addressing a problem they are facing. Results will be reviewed by the professor, outside company representatives, and will be graded.</td>
</tr>
<tr>
<td>4. To understand potential career, new product development and innovation opportunities in the healthcare field.</td>
<td>Students will be encouraged to share their career goals, new job placements, and have an opportunity in a group class project to design a new product for this field.</td>
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</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course will complement and strengthen any business course on marketing and strategy. The medical field is unique, complex and growing. This course will touch upon issues and learning relating to strategy development, finance, organizational development and global business. It will demonstrate how marketing is becoming more important in a more competitive healthcare world. It will show how communication options are increasing and reaching consumers and health professionals are possible in new ways.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 12/13/13 and replaces all others.
Syllabus for Healthcare Marketing: HMSM 342
College of Charleston

3 Credit Hours

Date of offering: Fall 2016, October -December 2016

Time: Day TBD, 6:00-8:45 PM and weekly on line discussions (Hybrid instructional format)

Classroom: TBD North Campus

Instructor: Kenneth A. Fox Office Hours: By Appointment

Office: North Campus, Room TBD, 3800 Paramount Drive, North Charleston, SC 29405

Phone (direct): TBD Email: C of C email address TBD

North Campus Reception: 843-953-0007

Course Description:

This course provides an introduction to marketing fundamentals and how they relate to challenges faced in the healthcare environment. The course will introduce students to specific pharmaceutical and medical device companies, how they operate and communicate with their various target audiences. It includes an introduction to business opportunity identification, new product development, marketing guidance, regulatory and new product launches.

Course Objectives

1. Students will be able to apply the basic concepts of marketing to healthcare and medical related challenges and opportunities.
2. Demonstrate creative thinking skills in developing and optimizing marketing plans.
3. Be better able to utilize and implement marketing aspects, such as identifying and how to best reach intended target markets, understanding market segmentation and appropriate market research investigations, when needed.
4. Become more familiar with the market structure and operating environment for pharmaceutical and medical device companies; and how new products evolve and reach their desired markets.
5. How to better understand and leverage brand identity.
6. Learn about global opportunities and how marketing needs to be adapted.
Grading

A Superior work
A-
B+ Very good
B Good
B-
C+ Fair
C Acceptable
D Barely passing
F Failure

Grade Assessment

1. Class attendance and participation (and attitude towards class) 15%
2. Cases, at least two 10
3. Term paper (to be covered later in this syllabus) 25
4. Class or team project and presentation 20
5. Final exam 30
Total................................................................. 100%

Student Responsibilities and Deliverables

- Complete assigned readings in preparation for class
- Attend every class and participate in class discussions, e.g., asking questions, making contributions to discussions and to share ideas.
- Students must inform the instructor if missing a class beforehand. The student is responsible for making up any assignments, and obtaining discussion notes from a classmate.
- Several classes will be held off on-line pending the instructor's direction. These classes or areas of instruction will be provided by the instructor prior to that week's assignment. Students will be responsible to any reading or learning assignments on line, which may include watching a video or recorded presentation.
- Completing and submitting a hard copy of the required term paper on the date agreed upon, per the schedule shown later in this document.
- Complete the, in-class final exam to be scheduled during Exam week.

Term paper Assignment:

A term paper, 5-7 pages long (excluding the title and bibliography pages) is required and must be submitted in hard copy on the specified date indicated later in this syllabus. The structure of the term paper must be orderly with no spelling mistakes or obvious grammar errors. The subject for the term paper must be from one of four areas

1. Profiling a global pharmaceutical or medical device company. See Appendix 1 & 2 for starter company lists.
2. Addressing a major disease state, articulating the science behind it, causes, treatments and new research, discoveries or new treatments globally being discovered or utilized. See Appendix 4 attached for a starter list of disease states.

3. Profiling healthcare IT or analytical approaches to help: managing costs, improve patient outcomes, increase compliance, or increasing profit for a specific entity, e.g., corporation or non-profit organization.

Note:

1. All term paper topics must be approved by Instructor prior to the project moving forward.

2. Format
   a. Use 12 point font size type using New Times Roman or Arial, no special fonts
   b. Double or single spaced, but 5-7 pages excluding cover page and bibliography.
   c. Cover page will show" paper title, student’s name, class name, date of paper and student's cell telephone number.
   c. All references be shown on a bibliography page

3. Plagiarism will generate an "F" grade on the paper.

4. Late submissions will not be accepted.

I suggest all paper's start off with an executive or some type of summary so the instructor can easily understand the topic at hand. See further details and and suggestions for paper organization on page 7 of this syllabus.

HONOR CODE:

All students are expected to abide by the College of Charleston’s Honor Code. Violations will be addressed and serious sanctions in accordance with policy of College may be imposed. Students can find the complete Honor Code and all related processes in the College of Charleston Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

In particular:

- Exams and papers must be completed entirely on your own. You may confer with classmates on assignments but exam answers, cases and the writing of papers must be a student’s own product.

- Third party sources, statements of fact, theories or novel concepts, or research findings must be identified by use of proper notation and citation. Plagiarism is an Honor Code violation.

See additional guidelines at the end of the syllabus
Required Course Text:

Most recent edition of: Health Care Marketing: Tools and Techniques, John L. Fortenberry, Jr., from Jones and Bartlett Publishers

Additionally, current published articles will be distributed during class for discussion, as well as use for case studies.

Course Calendar

Students are responsible to note and adhere to such dates as Last Drop/Add Date and Withdrawal Deadlines which are universal to the College of Charleston for the term which the course is offered.

Note: Students are required to bring textbook to all classes.
Pre-assignment: Read the following in the textbook before the first class: Appendix, pages 273-279.

Class 1, Week of October 12:
Review syllabus, course requirements and expectations. Review term paper requirements. Review pre-assignment reading. Cover: Marketing introduction and review: the 4 P's of marketing, target marketing, market segmentation and appropriate market research. Introduction to medical company framework and structure: pharmaceuticals vs medical device. Term paper guidance, and explanation of potential working assignment with a local medical company.


Class 2, Week of
Review chapters 1 & 5 in the text. Cover FDA (Federal Drug Administration) in approving drugs, clinical trial basics and trends, test site selection and reporting. Medical device reviews by FDA and combination products. The importance of cross-functional teams in new product development. Use case examples of successful product launches and identify selected product launch failures and reasons why.

Assignments: 1. Read paper on positioning provided by instructor. 2. Read Chapter 9, Calder & Reagan's Brand Design Model and Chapter 12, Kevin Lane Keller's Brand Report Card, pages 80-90.

Class 3, Week of
Review branding through text, Chapters 9 and 12 and custom Power Points from instructor. Cover logo design, generic descriptors and tag lines. Review current branding
trends and international language issues. Review branding profiles and challenges of various pharmaceutical and medical device company products. Update and discuss class project with potential medical company. Make assignments and brainstorm ideas. Determine next steps and timetable for completion. Assign Case 1.

Assignments: 1. Prepare a hard copy of Case 1 to discuss in class and to hand in.
   2. Identify and profile two generic drug manufacturing companies, for class discussion and hand in 1-2 page hard copy.

Class 4. Week
Review Case 1. Discuss and review impact of generic drug manufacturers. Discuss: competition and competitive (evoked) set, including Chapter 28, Michael Porter's Five Forces Model (beginning on page 191 in text). Also, will cover product labeling and packaging, medical sales force options and need for sales force to work with marketers. Cover sales promotion and trade shows for medical products. Assign Case 2

Assignments: 1. Create a 1-2 page hard copy for Case 2 to hand in.
   2. Read hand out: "Advertising Doesn't Work" and discuss in class

Class 5. Week
Discuss Case 2 and article assigned. Cover advertising, media, and restrictions by government agencies. Trace when pharmaceutical advertising was allowed in the U.S. Introduce the role and use of public relations (PR) in medical marketing from Power Point presentations and hand out. Characterize a medical device product recall and how public relations is used. Review and update medical client assignment progress and timetable.

Assignment: 1. Read Chapter 39 in text, Marketing Plan, starting on page 266
   2. Meet with Team members and report on Medical Company Class Project
   3. Prepare oral presentation on your term paper

Class 6. Week
Discuss marketing plan and how used in business. Identify key issues, implications and plan for action, if appropriate. Student oral presentations on:
   1. Class project
   2. Individual term papers

Hand in hard copies to instructor. Discussion on class assignment, Q &A after each term paper presentation. Assess students learning on role of marketing contributing to business success and satisfying consumer, patient or caregiver needs and wants. Compile results and implications to report to medical company. Final exam review.

Assignments: 1. Teams to prepare final presentation to medical company.
   2. Read Chapter 31, Leonard Berry's Success Sustainability Model, starting on page 215 in text.

Class 7. Week
1. Take written final exam*
2. Make medical company presentation, with company representatives present, gain feedback.
3. Cover how marketing is changing; hand out HBR article on The Rise of the Chief Marketing Technologist, from July-August 2014 issue.
4. Update on new medical technologies and innovations.
5. Cover international marketing challenges: language, regulatory, distribution
6. Trends in medical care and increasing ambulatory outpatient care
7. Personalized medicine
8. What is biotechnology and its impact on the medical industry

Concluding comments

Note: Calendar topic coverage and assignments may change at the instructor's discretion.

*Final Exam-Date: __________ See the published schedule by the Collage of Charleston for the exact date and time. The final exam will consist of two parts: 1. Multiple choice and true-false questions and 2. Essays.

Date: __________ Grades due from all faculty at noon
Date: __________ Final grades posted at noon.

STUDENTS WITH DISABILITIES:

The College abides by the Americans with Disabilities Act (ADA) protecting the civil rights of persons with disabilities. The College will make reasonable accommodations for persons with documented disability. Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104, College of Charleston Main Campus. Students approved for accommodations are responsible for notifying the Course Instructor as soon as possible or at least one week before any particular accommodation is needed. Students who have a documented disability with approved accommodations should provide their Instructor Notification Letter (PNL) from SNAP to the Course Instructor and discuss it privately with the Instructor by appointment.

CLASSROOM CODE OF CONDUCT

Civil conduct is expected in the classroom. This includes:

- Arriving on time for the start of class and not leaving prior to its conclusion.
- Turning off cell phones, pagers and all other electronic distraction
- Not talking with classmates while the Instructor (or another student or guest lecturer) has the floor and is speaking.
• Displaying visible and noisy signs of restlessness that may be distracting as well as disruptive to others.

Inappropriate behavior will be addressed by the Instructor with courtesy, fairness and progressive discipline. If serious or persistent, the Office of the Dean of Students may be contacted for involvement. If the safety of others is threatened or unlawful behavior is occurring, the Department of Safety will be immediately alerted, with appropriate other officers of Public Safety.

Additional Guidance on Term Paper Format

The term paper needs to be organized by appropriate headings designated by Roman Numerals. The instructor welcome student commentary at the end of the term paper addressing their views of the company, next generation therapies, new products or trends or needs for this market. A suggested format could be:

I. Executive Summary

II. Product Category or Competitive Set (what industry are you covering and who are the key players?) Identify product line. What is their positioning, how competitive is this market?

III. Company Profile (where based, when started, public or private, size and location of company, international presence)

IV. External Factors affecting (or impacting) business

V. Marketing used--sales force type and size, print advertising, trade show presence, PR (any recalls), consumer or customer satisfaction, digital marketing presence and success stories.

VI. Future growth strategies--how, where, with what, joint ventures, international growth, new product pipeline, innovations, adopting new technologies. etc.

VII. Student Commentary on company, disease state, customer/patient/consumer needs, etc.

Appendix 1
Select List (not all) of Pharmaceutical Companies

1. AbbVie
2. Amgen
3. AstraZeneca (UK)
4. Biomerieux (France)
5. Boehringer-Ingelheim (Germany)
6. Bayer Schering (Germany)
7. Bristol-Myers Squibb
8. Daiichi-Sanyo (Japan)
10. Galmed Sciences
11. GlaxoSmithKline (UK)
12. Johnson & Johnson
14. Mylan
15. Novartis (Switzerland)
16. Pfizer
17. Sanofi (France)
18. Takeda Pharma (Japan)
19. Teva (Israel)
20. Roche Holdings (Switzerland)

Appendix 2
Select List (not all) of Major Medical Device Companies

1. Johnson & Johnson
2. GE Healthcare
3. Medtronic
4. Baxter International
5. Siemens Healthcare (Germany)
6. Philips Healthcare (The Netherlands)
7. Cardinal Health
8. Covidien (Based in Ireland)
9. Abbot Labs
10. Stryker
11. Danaher
12. Beckon Dickenson (BD)
13. Boston Scientific
14. B. Braun (Germany)
15. Fresnius (Germany)
16. St, Jude Medical
17. Smith & Nephew (UK)
18. Care Fusion
19. Biomet
20. Bayer (Germany)
21. C.R. Bard
22. RESMED (Australia)
23. Olympus Medical
24. Zimmer
25. Terumo (Japan)
26. Skyton (Japan)

Appendix 3-Select Healthcare IT Companies
1. McKesson (Atlanta, GA)
2. EPIC Systems Corp (Verona, WI)
3. Cerner Corp (Kansas City)
4. Allscripts (Chicago)
5. Cognizant (Teaneck, NJ)
6. Emdeon, Inc. (Nashville, TN)
7. Athena Health (Watertown, MA)

Appendix 4-Select Disease States Starter List

1. Alzheimer's disease and dementia
2. Arthritis
3. Asthma
4. Cancer (breast, cervical, colon, liver, lung, pancreas)
5. Chronic obstructive pulmonary disease (COPD)
6. Coronary artery disease
7. Diabetes
8. Heart disease
9. Hepatitis (A, B and C)
10. Herpes
11. Osteoporosis
12. Spina bifida
13. Tuberculosis
14. Whooping cough