

## **HL 495: Healthcare Practicum/Capstone**

### **School of Business and Management**

5 Credits

Effective Date: Winter 2022

Pre-requisite: All BSHA courses or their equivalent

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*



## Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

## Course Description

In this course students complete the capstone: a culminating project conducted under the supervision of the course instructor. The purpose of the capstone is to help each student integrate information and skills gained in coursework to address healthcare administration issues or problems. Course Entry Requirements: This course is the capstone for students in the Bachelor of Science in Healthcare Administration.

This course is the last and final course in the program and should not be taken until the student has completed HL 300, HL 310, HL 320, HL 330, HL 340, HL 400, HL 410, HL 420, HL 430, HL 440 or their equivalent.

## Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## Course Outcomes

This course will prepare students to:

- Evaluate a variety of business problems and create effective, ethical solutions

- Communicate effectively both orally and in writing
- Develop a broad functional knowledge of the many facets of healthcare management, including marketing, human resources, and project management
- Apply healthcare leadership theories to the work environment
- Demonstrate critical use and application of information in making strategic and tactical business decisions

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current [University Catalog](#).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
Analysis of Cross Cultural Leadership Practices Paper	15%
Interpersonal Communication Paper and Presentation	15%
Ethical Leadership Analysis Paper	15%
Integrated Systems Analysis Paper	20%
Conflict Management Plan Paper	20%
Instructor Determined Assignments and Activities	15%
<b>TOTAL</b>	<b>100%</b>

## Course Assignments and Rubrics

### Assignments

#### Analysis of Cross-Cultural Leadership Practices Paper (15% of Final grade)

Today's healthcare organizations require leaders who can adjust to different environments and situations quickly and work with customers and employees from other cultures. Students will identify and analyze the leadership practices of working with various cultures in a healthcare organization. This paper may be written in analysis of how an organization works with employees or how the organization works with patients, regarding cultural issues. Students will write an 8-10 page paper that should address the

following: What are best practices regarding communication, problem-solving, employee motivation, goal and team orientation, etc. across cultural contexts? What are the challenges leaders face in addressing cultural issues? How can those challenges be overcome? What are the ramifications to an organization that does not respond well to cultural issues? The paper must adhere to APA formatting and a minimum of 8 professional resources are to be included.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Best practices	20%
Challenges	20%
Ramifications	20%
Style and mechanics	10%
Information literacy	10%
Knowledge of Cultural Frameworks	10%
Openness to Cultural Differences	10%
<b>TOTAL</b>	<b>100%</b>

### **Interpersonal Communication Paper and Presentation (15% of Final grade)**

Using an organizational or group situation with which the student is familiar, students will construct a portfolio of interpersonal communication with groups/audiences. This assignment does not need to take place in a healthcare setting. Students may use a presentation given in the work or personal setting. The first part of the portfolio will include the following: 1) A clearly identified message to be communicated; 2) A clearly identified audience to receive the message, described in terms of the number of people in the audience, the reason they need to receive the message, and their characteristics (organizational role(s), cultural group(s) represented, preferred communication styles and methods, etc.); 3) A strategy for communicating the message that includes its format, timing, delivery options, and how technology will be used to support delivery and/or content of the message. This assessment must include a written reflection paper of 8-10 pages in APA format on the relative effectiveness of the communication, including consideration of how well the message was delivered, how it was received, and how the student gathered feedback from the audience regarding the effectiveness of the communication. The written reflection will also include specific lessons learned and recommendations for improvement. Recommendations should be backed up with a minimum of 5 professional references. The second part of this assessment consists of a recording of the presentation the student performed for this assignment. The recording must be uploaded to YouTube, with a link provided in the submitted paper.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Presentation	15%
Technology Use	15%
Reflection and recommendations for improvements	15%

APA Style	10%
Roles in Healthcare Organizations	15%
Context and Purpose	10%
Content Application	10%
Organization	10%
<b>TOTAL</b>	<b>100%</b>

### **Ethical Leadership Analysis Paper (15% of Final grade)**

Students will demonstrate their critical and ethical thinking skills by performing an analysis that applies ethical principles and theories to an ethical issue in healthcare. Students will select a healthcare organization that has experienced an ethical issue. Examples include the following: misrepresentation of materials or services; or violation of other ethical issues surrounding patient care or management of the healthcare organization. Students will submit an 8-10 page paper, using APA formatting. The paper should include the following: 1) A definition of the ethical issue; 2) an explanation of how the issue developed; 3) an explanation of what the student suggests should have been done for any penalties for the parties involved as well as suggestions for preventing this issue from occurring in the future; 4) a connection between the student's explanation on what should be done and authoritative literature regarding ethical concepts and theories. A minimum of 8 professional sources must be included.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Professional Ethics	20%
Critical Thinking	10%
Ethical Self-Awareness	10%
Ethical Issue Recognition	15%
Evaluation of Different Ethical Perspectives/Concepts	15%
Support and Development	10%
APA formatting	10%
Style and mechanics	10%
<b>TOTAL</b>	<b>100%</b>

### **Integrated Systems Analysis Paper (20% of Final Grade)**

Students will compose a written analysis of the following from a leadership perspective, and draft a plan to integrate these three discipline areas within a healthcare organization: 1) marketing plan; 2) overall project plan; and 3) analysis of human resource practices. This paper should be written as if the student is supplying a healthcare leader with a template for integrating these three systems within their organization. The written analysis must be 8-10 pages in length and follow APA formatting. A minimum of 8 professional sources are to be used.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Solve Problems & Improve Performance	20%

Analysis of Leadership Perspective	30%
Style and Mechanics	10%
Unification Plan	30%
APA Style	10%
<b>TOTAL</b>	<b>100%</b>

### **Conflict Management Plan Paper (20% of Final Grade)**

Students will identify a minimum of 3 conflict issues that may arise in a healthcare organization. Students will draft a conflict management plan that could be used by a healthcare leader to address the conflict issues. The plan should demonstrate the use of systems-thinking in terms of training, diversity, team/task force management, and coaching. The following aspects should be addressed: 1) The root cause of the conflicts and; 2) the symptoms of the conflicts. Students will analyze the conflicts and address the following in their analysis: 1) Develop a strategy to resolve the conflicts, including specific steps and time frames for accomplishment of those steps; 2) barriers to overcome in resolving the conflicts; 3) how results for resolving the conflicts could be measured; and 4) steps to be taken if the proposed solution does not work. This paper must adhere to APA formatting, be 8-10 pages in length, and include a minimum of 8 professional references.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Analysis of the conflict	20%
Development of strategy	25%
Description of measurements	20%
Proposed solutions	15%
Style and mechanics	10%
APA formatting	10%
<b>TOTAL</b>	<b>100%</b>

### **Instructor Determined Assignments and Activities (15% of Final Grade)**

The instructor will determine a set of activities that support the course outcomes and major assignments of the class. These activities could include collaboration, discussion, participation, peer-review, learning reflections, learning checks or other activities online or in-class. Descriptions are provided by the instructor in the course.

<b><i>Components:</i></b>	<b><i>% of Grade</i></b>
Quality of Content	50%
Quantity of Responses	30%
Timeliness	20%
<b>TOTAL</b>	<b>100%</b>

# **Course Policies**

## **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **University Policies**

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

## **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## **Non-Discrimination & Prohibition of Sexual Harassment**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit the [Title IX](#) portal page or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University



believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at the [CityU website](#) under the Policies section or at [CityU in Canada website](#).

## **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

## **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

## **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

## **Final Assignment Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

# Support Services

## Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

## Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

## Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.