HSCB 431: Critical Incident Management in Health Services
COURSE SYLLABUS

Term:	Spring II	**Year:**	2024

INSTRUCTOR INFORMATION

Instructor Name:	James Wall
Office Phone:	
A&M Commerce Email Address:	james.wall@tamuc.edu
Instructor Notes:	Please reach out to me with any questions.

Office Location: Online/Remote
Office Hours: Email, Telephone, or Virtual by Appointment
Preferred Form of Communication: Email
Communication Response Time: 24 Hours or Less (Grading of assignments is typically not completed in 24 hours or less)

COURSE INFORMATION

HEALTH SERVICES ADMINISTRATION PROGRAM DESCRIPTION

The Bachelor of Applied Arts and Sciences in Health Services Administration (HSCB) degree is a competency-based program that prepares innovative leaders for employment in an increasingly technological and global society. This program provides opportunities for students to receive credit for what they know and can do already, allows them to accelerate completion of their degree, and — because it is fully online — students are able to plan their study schedule around the rest of their day to complete the coursework.

COURSE DESCRIPTION

This course exposes students to decision-making, incident command, EOC operations, coordination and service delivery strategies will also be discussed. Students will apply these

skills to develop leadership strategies to handle public relations scenarios in a range of health-related situations.

STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

- Effectively communicate with staff and customers during extraordinary situations
    - Demonstrate effective verbal communication
    - Prepare effective written business communications
    - Demonstrate the ability to function in interdisciplinary teams with clinicians and managers
    - Integrate the knowledge and experiences of other professions, as appropriate, to inform and implement decisions
- Utilize leadership practices and strategies to best handle a range of healthcare related situations.
    - Use leadership practices that support team effectiveness
    - Perform effectively on teams and in different team roles as appropriate to the situation.
    - Support effective conflict management approaches in interpersonal and team situations.
    - Value the roles and relationships of governance, executive leadership, and external stake-holders in strategically addressing the health needs of a community or target population.
- Understand and manage available resources in a variety of scenarios and situations
    - Interpret balance sheets and income statements.
    - Compile and analyze financial information to develop a business plan for a new service or program.
    - Explain revenue cycle and its impact on financial stability.
    - Develop an evaluation plan based on operational or strategic goals.
    - Use organizational behavior concepts to solve problems and make decisions in the day to-day management of healthcare organizations.
    - Apply concepts and techniques related to the management of human resources in healthcare organizations.
    - Explain the roles of, and relationship between, electronic medical records and financial data systems for clinical and strategic decision-making and for evaluating the quality and efficiency of care.
- Employ critical thinking and decision making appropriate to any situation
    - Conduct an environmental assessment to identify changing needs/demands of a community, including an analysis of demographics, epidemiological data, organizational capacity, competitor strategies, technological changes, regulatory issues, and payment methods.
    - Develop a business plan to propose a new service or program, addressing strategic objectives, financial analysis, structural and staffing implications, and evaluation.
    - Exhibit the ability to utilize analytical, financial, quality improvement, technology, any problem-solving skills that will add value immediately to their organizations.
    - Think critically and assess the potential impact and consequences of decisions in a broad variety of situations.
    - Analyze data and use the results to address strategic, operational, financial, and quality performance indicators for healthcare organizations.

- Assess healthcare workforce need projections and critical issues related to workforce needs for the future

MATERIALS

This course has been designed using Open Educational Resources (OER) and/or materials that are available through the Waters Library. All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments and projects in this class.

REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three-semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

COURSE REQUIREMENTS

Minimal Technical Skills Needed: Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

Instructional Methods: This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

Email your instructor as soon as you complete your pre-test so the instructor can access and grade your work.

Student Responsibilities or Tips for Success in the Course: To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

ASSESSMENT

Students must achieve 80% or higher for the both the post-test or module project and culminating project to demonstrate competency and pass the course.

Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. Pre-tests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator. The pre-test is required before you begin studying course materials. If students do not make at least 80% on the pretest, they will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project. Students are required to complete the post-test even if scoring 80% or higher on the pre-test. The grade on the pre-test does **not** count in the final grade for this course.

Learning Objective Reflections or Projects or Essays

A brief assessment at the end of each module is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. Depending on the course, that can be done through reflections, projects, or essays. Essays are submitted to the instructor and do not require comments or "discussion" with other students in the course.

Post-test

The end-of-course/module comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course/module. A **score of 80% or higher is required** to demonstrate competency. **DUE: Last day of week 7, Friday by 11:59 PM CST**.

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. Students who fail the post-test should review feedback from the instructor before reattempting the post-test. If the post-test score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term.

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. If the posttest score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term. Students who fail the posttest should review feedback from the instructor before reattempting the posttest.

Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency. **DUE DATE if you want feedback for revisions: End of week 6. HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST**.

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than 80% within three attempts, students will receive a grade of F in the course and will be required to retake the course in the new term.

GRADING

A score of 80% or higher on both the Culminating Project or Post-test is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth	Weight towards Final Grade
Module 1 Post test	100 points	12.5%
Module 2 Post test	100 points	12.5%
Module 3 Post test	100 points	12.5%
Module 4 Post test	100 points	12.5%
Culminating Project	100 points	50%

Total	**500 points**	**100%**

Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

Acceleration Process

Students enrolled in competency-based education courses in the College of Innovation and Design are permitted to accelerate from one CBE course to another during a seven-week academic term under certain conditions. The request to accelerate from one course to another must be initiated by the student upon successful completion of currently enrolled CBE courses. Students are responsible for maintaining communication with faculty and their assigned advisor(s) throughout the acceleration process. Students who fail a course or who drop/withdraw from a CBE course are not eligible for acceleration. Student may only request permission to accelerate in one course at a time. Request to accelerate is initiated and completed by 5:00 pm CST on the fifth Friday of a seven-week academic term.

Process

1. Student successfully completes all required coursework in their CBE courses(s) with a grade of "A" or "B."
2. Student receives emailed verification from the assigned instructor that the course has been satisfactorily completed (Grade of A or B only).
3. Student contacts assigned advisor to provide proof of completion and discuss eligibility for acceleration into another course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements
LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a

backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace (D2L), please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:
https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

This is an online course; therefore, expect most communication to be online as well. If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your "myLeo" mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

All emails from students should include:

- **Course name and subject in the subject line (ex. EDCB 517 – Posttest)**
- **Salutation**
- **Proper email etiquette (no "text" emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:
Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

Graduate Student Academic Dishonesty Form

CID Policy on Academic Integrity

Academic dishonesty includes cheating, complicity in cheating, multiple submissions (or substantial portions) of the same work for credit without authorization, submitting another's work, plagiarism, submitting algorithmically (AI) plagiarized work, and other acts that may reasonably be called academic dishonesty.

- Students who commit academic dishonesty will receive a grade of 0 for the assignment in the course and be issued a Written Warning that is reported to the CID Assistant Dean's office and listed in a database.
- If the student does NOT have a previous Written Warning for academic dishonesty reported in CID courses and has additional attempts available for the assignment, the student may resubmit the assignment (this applies to CBE courses only).
- If the student has a Written Warning of academic dishonesty reported in CID courses, the student may NOT resubmit the assignment, and the instructor will follow the procedure detailed in Policy 13.99.99.R0.03 for Undergraduate Academic Dishonesty and report the incident to the Provost Office.

Use of Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

A&M-Commerce Supports Students' Mental Health – Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Learning Objectives and Competencies	Materials to Read or Review	Assignments
<u>Module 1: Critical Incident Management and Preparedness</u> **Competency:** Demonstrate the ability to function in interdisciplinary teams with clinicians and managers Integrate the knowledge and experiences of other professions, as appropriate, to inform and implement decisions.	Module 1 learning materials	Complete Pretest Read all material for Module 1 Complete Post Test
<u>Module 2: Incident Command</u> **Competency:** Use leadership practices that support team effectiveness. Perform effectively on teams and in different team roles as appropriate to the situation. Use organizational behavior concepts to solve problems and make decisions in the day- to-day management of healthcare organizations	Module 2 learning materials	Complete Pretest Read all material for Module 2 Complete Post Test
<u>Module 3: EOC Operations and Response</u> **Competency:** Perform effectively on teams and in different team roles as appropriate to the situation. Support effective conflict management approaches in interpersonal and team situations Think critically and assess the potential impact and consequences of decisions in a broad variety of situations	Module 3 learning materials	Complete Pretest Read all material for Module 3 Complete Post Test

Learning Objectives and Competencies	Materials to Read or Review	Assignments
<u>Module 4: Preparedness, Mitigation, and Recovery</u> **Competency:** Analyze data and use the results to address strategic, operational, financial, and quality performance indicators for healthcare organizations Assess healthcare workforce need projections and critical issues related to workforce needs for the future	Module 4 learning materials	Complete Pretest Read all material for Module 4 Complete Post Test
<u>Culminating Project</u>	Review directions, examples, and grading rubric	Submit Culminating Project.