JSGS 826 – Human Resource Management in Healthcare

	UNIVERSITY OF SASKATCHEWAN CAMPUS	UNIVERSITY OF REGINA CAMPUS
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OFFICE HOURS:		Contact me by phone or email and we will make a mutually appropriate appointment
OFFICE LOCATION:		N/A
TERM:		Winter 2022
ROOM:		Online
DATE AND TIME:		January 5 - April 11, 2022

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

Academic Honour Pledge

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

REMOTE LEARNING CONTEXT

We acknowledge the complex circumstances – i.e., a worldwide pandemic – in which this course is taking place. Since remote teaching and learning context is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

CALENDAR DESCRIPTION

This course will address health human resource management. Its scope will include the knowledge and skills necessary to working with self-regulating professions and in a highly unionized environment. Essential aspects of collective bargaining, negotiation, and professional organization will be covered, as will working with the public / private divide in healthcare provision.

LEARNING OBJECTIVES

JSGS has developed a set of three competencies that all graduates will be able to demonstrate. The specific readings, assignments, and activities in JSGS 826 will help you both acquire and demonstrate the ability to:

- Understand human resource theories and best practices in the management of healthcare human resources
- Understand statutory relationships and requirements
- Understand the major issues and challenges affecting human resources in the health sector.
- Examine the scope and complexity of health human resources.
- Provide leaders with tools to elevate human resource practices as well as address the unique human resource management challenges presented in the healthcare system
- Communicate information and analyses critically and effectively

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE CONTENT AND APPROACH

Given the breadth of the field of human resources and the unique complexity of topics in the healthcare community, we will do our best to provide a comprehensive range several relevant issues. For those wishing to learn more about human resources in general, there are some additional optional readings noted in UR Courses.

Our goal in this class is to enable organizations and leaders to understand the depth and breadth of human resource management considerations such that we can enable the recruitment and retention of highly skilled, motivated and engaged employees.

This is a graduate level course prepared for professional students. Each of you brings unique expertise and experience to the class which you are encouraged and expected to share. The success of this course and the quality of your experience will depend largely on your own level of engagement. The course is designed to be a joint learning experience for which we all share responsibility.

This is an asynchronous online course that will not require students to report to class at a specific time. Students are required to maintain an active and frequent online presence. Students will need to contribute to discussions as well as complete reading, watch video lectures, and to complete assignments. Students should anticipate logging in several times throughout the week in order to lead and engage in asynchronous activities.

We will also attempt regular synchronous sessions in order to encourage additional student engagement. Attendance will not be required for these sessions but is encouraged. They will be announced via email in UR Courses in advance. We will invite some guests to join us in these sessions. These sessions will be recorded for those unable to attend.

The course will be divided into modules. Each module will focus on a particular topic and will involve a set of readings, focused content with associated activities, and a discussion forum. Participation in the discussion forums is an essential aspect of the course and will be addressed in greater detail below.

REQUIRED READINGS

There is no specific textbook for this course. There will be a series of required and recommended readings linked in UR Courses for each module (also noted below).

COURSE OUTLINE AND ASSIGNMENTS

January 5-11

Module 1: **Introduction to Strategic Human Resource Management –** This module will serve as a general introduction to the topic and overview of the course. This will include an overview of strategic human resource management, trends, challenges, and opportunities.

SHRM. Practicing Strategic Human Resources. https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/practicingstrategichumanresources.aspx

Pynes, Joan E., et al. *Human Resources Management for Health Care Organizations: A Strategic Approach*, John Wiley & Sons, Incorporated, 2012. *ProQuest Ebook Central*, https://ebookcentral-proquest-com.libproxy.uregina.ca/lib/uregina/detail.action?docID=817373. **PAGES 31-48 ONLY** – CHAPTER 2

Budd, J. (2005). Employment with a human face: The author responds. *Employee Responsibility and Rights Journal, 17,* 191-199

January 12-18

Module 2: **Human Resource Management in the Private versus Public Sector –** This module will explore key differences between public and private sector human resource management.

Baarspul & Wilderom (2011) Do employees behave differently in public- vs. private- sector organizations? A state-of- the-art review. *Public Management Review,* 13: 967-1002

Beardsmore, E., & McSherry, R. (2017). Healthcare workers' perceptions of organisational culture and the impact on the delivery of compassionate quality care. Journal of Research in *Nursing*, *22*(1–2), 42 56. https://doi.org/10.1177/1744987116685594

January 19-25

Module 3: **The Healthcare Human Resources Landscape –** This module will explore the unique challenges that healthcare managers and administrators face in human resource management. A key focus will be placed on the legal, regulatory, and political environments.

NOTE: No reading assignment – students are asked to become familiar with all federal / provincial labour and employment legislation relevant to your sector, as well as the legislation regulation the various health professionals in your sector. This will include general legislation that

would also apply to the health sector such as occupational health and safety, employment standards, essential services, and labour relations.

January 26-February 1

Module 4:   ***Self-Regulating Professions –*** This module will review considerations of human resource implications as it pertains to self-regulating professions and their functions, scope, and role as well as a discussion into the challenges facing managers and regulatory bodies.

Kleiner, M. (2000) Occupational licensing. *Journal of Economic Perspectives,* 14: 189 -202.

Larson, M. S. (2003). Professionalism: The Third Logic. *Perspectives in Biology and Medicine*, *46*(3), 458+. https://link.gale.com/apps/doc/A106473980/EAIM?u=ureginalib&sid=bookmark-EAIM&xid=6ef93c74

February 2-8

NOTE: ASSIGNMENT 1 IS DUE FEBRUARY 3

Module 5:   ***Labour Relations and Collective Bargaining –*** *Part One* – First, we will spend this module understanding union-management relationships including the historical, social, economic, political, and regulatory context surrounding labour relations.

Gunderson, M. (2005). Two faces of union voice in the public sector. *Journal of Labor Research,* 3: 393-413

Brophy, J., Keith, M., and Hurley, M. (2021). Sacrificed: Ontario healthcare workers in the time of Covid-19. *Now Solutions: A Journal of Environmental and Occupational Health Policy,* Vol. 30, Issue 4

February 9-15

Module 6:   ***Labour Relations and Collective Bargaining –*** *Part Two* – For this module, we will continue discussions regarding collective bargaining negotiations and contract enforcement. We will also discuss essential services.

NOTE: No additional required reading

February 16-March 1

NOTE: February 21-25 is a University Break – no expectation of classwork.

Module 7:   ***Human Resource Planning and Organizational Design –*** This module examines how to identify and plan for current and future human resource needs.

Birch et al. (2007). Human resources planning and the production of health: A needs-based analytical framework. *Canadian Public Policy, 33:* Sl-S16.

Jeon & Hurley (2007). The relationship between physician hours of work, service volume and service intensity. *Canadian Public Policy, 33:* S17 -S29

Murphy et al., (2009) Planning for what? Challenging the assumptions of health human resources planning. *Health Policy, 92:* 225-233.

Wranik, D. (2008). Health human resource planning in Canada: A typology and its application. *Health Policy, 86:* 27- 41.

Gould-Williams et al. (2013). Public service motivation and employee outcomes in the Egyptian public sector: Testing the mediating effect of person-organization fit. *Journal of Public Administration Research and Theory,* doi: 10 .1093/ jopart /mut 053.

March 2-8

Module 8:   ***Recruitment, Selection and Retention –*** This module will look at key success factors in recruitment and selection as well as controllable barriers to success. The module will look at retention challenges and strategies.

Pynes, Joan E., et al. *Human Resources Management for Health Care Organizations: A Strategic Approach*, John Wiley & Sons, Incorporated, 2012. *ProQuest Ebook Central,* https://ebookcentral-proquest-com.libproxy.uregina.ca/lib/uregina/detail.action?docID=817373. **PAGES 177-207 ONLY** – CHAPTER 8

Kjeldsen, A., & Jacobsen, C. (2013). Public service motivation and employment sector: attraction or socialization? *Journal of Public Administration Research and Theory, 23,* 899-926.

Zeytinoglu, et al., (2007). Deteriorated external work environment, heavy workload and nurses' job satisfaction and turnover intention. *Canadian Public Administration,* 33: Supplement.

Koebisch, S., Rix, J., Holmes, M. (2020) Recruitment and retention of healthcare professionals in rural Canada: A systematic review. Can J Rural Med 2020; 25:67-78

March 9-15

NOTE: ASSIGNMENT 2 IS DUE MARCH 10

Module 9:   ***Managing Employee Performance –*** This ***focuses*** on motivation, compensation and performance management system design.

Silva, P., & Ferreira, A. (2010). Performance management in primary healthcare services: Evidence from a field study. *Qualitative Research in Accounting and Management, 7*(4), 424-449. doi:http://dx.doi.org/10.1108/11766091011094527

Armstrong, M. *Performance management: Key strategies and practical guidelines. 3rd Edition.* Kogan Page, 2006. http://103.38.12.142:8081/jspui/bitstream/123456789/437/1/performance%20management%201.pdf

March 16-22

Module 10: **Training and Development in Healthcare –** This module will explore the unique issues pertaining to training and development in healthcare.

Pynes, Joan E., et al. *Human Resources Management for Health Care Organizations: A Strategic Approach*, John Wiley & Sons, Incorporated, 2012. *ProQuest Ebook Central*, https://ebookcentral-proquest-com.libproxy.uregina.ca/lib/uregina/detail.action?docID=817373. **PAGES 289-318 ONLY** – CHAPTER 12

Sonnino R. E. (2016). Health care leadership development and training: progress and pitfalls. *Journal of healthcare leadership*, *8*, 19–29. https://doi.org/10.2147/JHL.S68068

María Luisa Gracía-Pérez, Marta Gil-Lacruz, (2018). The impact of a continuing training program on the perceived improvement in quality of health care delivered by health care professionals. *Evaluation and Program Planning,* Volume 66, 33-38. https://doi.org/10.1016/j.evalprogplan.2017.09.009.

Yam, C., Griffiths, S., Yeoh, E. (2020). What helps and hinders doctors in engaging in continuous professional development? An explanatory sequential design. *Plos One* https://doi.org/10.1371/journal.pone.0237632

March 23-29

Module 11: **Organizational (Corporate) Culture –** This module will address the impact organizational culture has on effective human resource management and performance as well as the alignment between culture and an organization's success.

Tye, J., & Dent, B. (2017). *Building a culture of ownership in healthcare*. Sigma Theta Tau International. Chapters 1-4 ONLY, pages 1-112.

Mallak et al. Culture, the built environment and healthcare organizational performance*. Managing Service Quality: An International Journal* 13 No. 1, 2003, 27-38

March 30-April 5

Module 12:   ***Organizational Change*** *–* This module will explore the impact of change on human resources and discuss strategies for successfully leading change to support organizational goals.

Kotter, J. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review, 85,* 59-67.

Fernandez, S. & Rainey, H. (2006) Managing successful organizational change in the public sector. *Public Administration Review,* March-April.

Campbell, R. (2020). Change Management in Health Care. *The Health Care Manager,* 39 (2), 50-65. DOI:10.1097/HCM. 0000000000000290.

ASSIGNMENTS

1. <u>**Online Discussion Participation (15%) (Due: ongoing)**</u>

Each module contains a discussion forum in which students must answer a pre-established question. In addition, students are asked to respond to AT LEAST one other student's post in each forum. Responses should be thorough and meaningful in order to offer true engagement and dialogue.

PLEASE NOTE THAT FORUMS WILL LOCK AT THE END OF THE WEEK SO LATE CONTRIBUTIONS WILL NOT BE POSSIBLE.

Please do not post a comment on a particular discussion topic until we have advanced to the content in that module in the course.

The marks will be assigned primarily based on participation, but quality of the contributions will also be considered.

In order to make the streams manageable students will be randomly divided into two groups which we will change twice during the semester to offer the opportunity to allow students to engage with different students. As a piece of advice, please try to keep the length of your posts reasonably short to ensure that students can easily access the posts.

2. <u>**Assignment 1 (25%): (Due: February 3, 2022 at 23:55 Saskatchewan Time)**</u>

Provide a comprehensive outline of all federal and/or provincial legislation relevant to your workplace that has an impact on any aspect of employment, describe what the legislation covers, and indicate what specific areas of HR in the health sector the legislation affects. Of the full list of legislation, pick one area where you see a major challenge in applying the

legislation in your workplace, and discuss why it is a challenge. Part 1- 15 marks; Part 2 - 10 marks.

3. **Assignment 2 (25%): (Due: March 10, 2022, at 23:55 Saskatchewan Time)**

Analyze three trends in health care that are affecting human resources management that could impact the ability of health care leaders to recruit and retain staff for workforce needs over the next five years. This is an opportunity for you to also address issues outside those we will discuss in class. What are the potential implications of these trends? Ten marks.
What strategies and recommendations can you make to mitigate and related challenges? Ten marks.
Be sure to provide support for your analysis along with proper citations. Five marks.

4. **Final Exam (35%): Distributed on April 11, 2022 (Due April 19 at 23:55 Saskatchewan Time)**

EVALUATION

This online course offers students several opportunities to demonstrate their understanding of the material. To get the most out of the course and to achieve a high standing, students must complete all assigned readings. The final exam will be difficult to complete if the student has not kept up with the readings and online discussions.

LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

JSGS GRADE DESCRIPTIONS

85+ excellent
A *superior performance* with consistent strong evidence of:
- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good
An *excellent performance* with strong evidence of:
- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A *good performance* with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A *generally satisfactory and intellectually adequate performance* with evidence of:
- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Active participation in class discussion is expected by all students.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. The JSGS has developed an Honour Code (see above) that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

Academic Integrity – https://www.uregina.ca/gradstudies/current-students/academic-integrity/index.html

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University of Regina Copyright information: https://www.uregina.ca/copyright/guidelines/fair-dealing.html

STUDENT RESOURCES

Remote learning information page for students. This resource engages students in learning about the skills associated with remote learning success.

https://www.uregina.ca/remote-learning/

RIGHTS & RESPONSIBILITIES OF GRADUATE STUDENTS

https://www.uregina.ca/gradstudies/current-students/Rights%20/index.htmlights & Responsibilities of graduate students

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact one of the following:

Centre for Student Accessibility – accessibility@uregina.ca or 306-585-4631.
https://www.uregina.ca/student/accessibility/students/index.html

STUDENTS EXPERIENCING STRESS

Counselling Services – http://www.uregina.ca/student/counselling/contact.html or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2018-2019/2018-19-UG-Calendar-05b-Academic-Regulations.pdf