

Course Specifications
P.A 501: Hospital Administration I

*Based on NCAAA recommendations

Course Specifications

Institution	King Saud University	Date of Report	6\01\2016
College/Department: Department of Health Administration Master's Degree Program in Health and Hospital administration - College of Business Administration			

A. Course Identification and General Information

1. Course title and code: P.A. 501 Hospital Administration			
2. Credit hours 3 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Master's Degree Program in Health and Hospital administration			
4. Name of faculty member responsible for the course <i>Dr.Alia Almoajel</i>			
5. Level/year at which this course is offered level one			
6. Pre-requisites for this course (if any) Nil.			
7. Co-requisites for this course (if any) Nil.			
8. Location if not on main campus Olysha Campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="checkbox"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

This course serves as an introduction to health and hospital administration. It is designed to enable graduate students of the Master's Degree Program in Health and Hospital Administration to understand health care facilities structure, characteristics, process and administrative practices. Topics in this course cover a wide range of organizational and functional aspects, major issues in hospitals and other health care facilities; and the role of hospital administrators. Moreover, this course intends to give students the opportunity to learn the basic issues, concepts and ideas related to health care industry which will be taken up in more detail by other courses.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Class introduction Course Description & Administration i.e., teaching methods, assessment modes, attendance policy, policy on late submission of assignments, mitigating circumstances for any exams, and other policies related to the course Review of the syllabus - Introduction to health and hospital administration	Week 1	3 hours

<ul style="list-style-type: none"> • Introduction to hospitals and health services • The Saudi Arabian Health Care System • Strategic Plan of Ministry of health 	Week 2&3	6 Hr
<p>Policy and management of hospitals</p> <ul style="list-style-type: none"> - Planning - Organizing - Financing - Coordinating - Controlling 	Week 4&5	6 Hr
<ul style="list-style-type: none"> - Organization of the hospital - History of the hospitals <ul style="list-style-type: none"> - Hospital organization and management - Hospital in Saudi Arabia <ul style="list-style-type: none"> ▪ Public hospitals ▪ Private hospitals 	Week 6	3 Hr
<ul style="list-style-type: none"> - Human resources of the hospital <ul style="list-style-type: none"> - Administrative staff - Medical staff - Nursing staff - Paramedical staff - Supporting services staff - Human resources in Saudi hospitals 	Week 7 & 8	3 Hr
- Mid-term Examination	Week 9	3 Hr
- health care administration Topics :	Week	3 Hr
- Motivation in health care organizations	10	
- Communication in health care organizations	Week 11	3 Hr
- Conflict Management in health care organizations	Week 12	3 Hr
- Negotiation in health care organizations	Week 13	3 Hr
- Presentation of Papers (Topics)	Week 14	3 Hr

Revision	Week 15	3 Hr
Final Examination	Week 16	

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	38 hours				10 hours - Group discussion; - Project presentation Session; Tests, and revision	48 hours
Credit	3 Credit Hours					

3. Additional private study/learning hours expected for students per week.	<input type="text"/>
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Describe the nature of health care management in Saudi arabia	Lecture - Sharing success stories of health organization - Group Discussion - Reading assigned materials and presenting key points	Test Final Examination Presentations
1.2	Describe the important strategies for health and different parties in developing it	Lecture - Sharing success stories of health organization - Group Discussion - Reading assigned materials and presenting key points	Test Final Examination Presentations
2.0	Cognitive Skills		
2.1	Analyze the health care system in SA	Case Analysis/Group Discussion - Oral Presentation by students	Test Final Examination Presentations
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1	Apprise a management cases in hospitals	Case Analysis/Group Discussion - Oral Presentation by students	Test Final Examination Presentations
3.2	Evaluate suggested solutions for health management	Case Analysis/Group Discussion - Oral Presentation by students	Test Final Examination Presentations
4.0	Communication, Information Technology, Numerical		
4.1	Criticize case studies discussed	Lecture - Group interactions Role play	
4.2	Analyses the solution strategies	Lecture - Peer student interaction - group discussion Self-learning	
5.0	Psychomotor		
5.1	Not applicable		
5.2	Not applicable		

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Doing homework and other assignments (5%)	Week 3	(5%)
2	Writing a term-paper and presenting it to class (20%)	Week 13	(20%)
3	Attendance and active participation in class discussions (5%)	all	(5%)
4	First mid-term examination (15%)	Week 7	(15%)
5	Second mid-term examination (15%)	Week 12	(15%)
5	Final examination (40%)	Week 16	(40%)

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

The Instructor is available to the students after each lecture for one hour to consult and advise the students if needed

And phone calls also available

Also through email

E. Learning Resources

1. List Required Textbooks

Health Care Management: Organization Design and Behavior (2005). Stephen M. Shortell and Arnold D. Kaluzny, Thomson Delmar Learning, USA. ISBN-13: 978-1418001896, Edition: 5th.

2. List Essential References Materials (Journals, Reports, etc.)

Rakich, J, et al, Managing Health Services Organizations, Health profession press, Baltimore, Maryland, (1993 or later).

Wolper, Lawrence F. (editor), Health care administration, principles, practices, structure and delivery. 2nd edition, Gaithersburg, Maryland, 1995.

Wolper, Lawrence F. (editor), Health care Administration, Planning, implementing, and managing organized delivery systems. Third edition, An Aspen Publication, Gaithersburg, Maryland, 1999.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

A classroom with smart board, LCD projector

2. Computing resources (AV, data show, Smart Board, software, etc.) data show
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Non

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching Students are required to complete an online feedback survey in the end of the semester. This survey responses help improve the teaching effectiveness. The instructor is carefully analyzing the survey outcomes and making improvement action plan to adjust the level effectiveness in teaching.
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor Nil
3 Processes for Improvement of Teaching
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Faculty or Teaching Staff:

Dr Alia almoajel _____

Signature: Alia _____ **Date Report Completed: 7\01\2016**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____