

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK AND SOCIAL ECOLOGY
SOWK 676A Human Resources Planning and Development
Winter Quarter 2006-2007

Section:	Instructor:	Phone:	Units:	Lecture:	Room:
1	Ignatius Yacoub, Ph.D.	909-558-7148 iyacoub@llu.edu	3	Thursdays, 3:00pm-5:50pm	GH117

TEXTBOOKS

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.

COURSE CONTEXT AND DESCRIPTION

One of the core courses in the Policy, Planning and Administration concentration, *Human Resources Planning and Development and Seminar (SOWK 676A)* examines the complexities of human resources management in large organizations and/or with diverse employee populations. Emphasis is placed on strengthening students' knowledge and professional decision-making relative to the implementation of federal, state, and local policies (i.e., affirmative action, non-discrimination, sexual harassment, etc.).

COURSE GOALS

To examine the areas and the issues that have been influenced most by law and court decisions such as equal employment compensations, safety, and labor relations.

COURSE OBJECTIVES

- To provide knowledge and understanding of the cost of benefit programs;
- To discuss flexible benefits as considerations in benefits administration;
- To explain the importance of health-care cost management and methods of achieving it;
- To examine organizational responses to special employee problems (including substance abuse and other health problems);
- To discuss issues affecting organizational safety;
- To explain how employee rights and human resources policies are integrated;
- To provide knowledge for developing pay plans and discuss the current issues of equal pay for comparable worth;
- To provide knowledge on assimilating new employees into organizations, including the scope of organizational training programs;
- To provide knowledge on how to boost employee quality and productivity (including, alternative work arrangement, quality circle programs, and self-directed teams);
- To provide knowledge on how to integrate individual and organizational needs, and describe the methods used for developing managerial talents.

- To provide knowledge on strategies that facilitate the career development of women and other special populations;
- To study issues and problems associated with employee disciplines;
- To explain the purposes of performance appraisals and identify the characteristics of an effective appraisal program;
- To explain the basic steps in a grievance procedure.
- To examine the roles of union and how these affect organizations; and

STUDENT EDUCATIONAL OUTCOMES

- Students will demonstrate in writing and in course participation an understanding of the main features of benefit plans;
- Students will demonstrate in writing and in course participation an understanding of the employee benefits required by law;
- Students will demonstrate in writing and in course participation the ability to describe different health care plans, and contrast them relative to how much freedom employees have to choose their health care;
- Students will demonstrate in writing and in course participation the ability to cite key policy areas involved in pension plans;
- Students will demonstrate in writing and in course participation an understanding of how employees' ages affect their choice of benefits;
- Students will demonstrate in writing and in course participation the ability to cite measures that should be taken to control and eliminate health hazards;
- Students will demonstrate in writing and in course participation an understanding of the employer's role in the management of stress;
- Students will demonstrate in writing and in course participation an understanding of the process of establishing disciplinary policies and the proper implementations of organizational rules; and
- Students will demonstrate in writing and in course participation the ability to describe the process by which unions organize employees and gain recognition as bargaining agents.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

The basic teaching methods consist of group discussion, review of critical incidents, and research project.

ASSIGNMENTS

Required Readings: Course readings designated as required provide the major content for lectures, discussions, and examinations. *Required readings are located in either the course textbooks or the course supplement.*

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are

expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Class begins on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Term Paper Project: This assignment requires library research using secondary data sources. Topics are selected by students in consultation with the instructor. The term paper should include:

1. A definition or illustration of a problem/issue, its importance and managerial implications.
2. A review of the literature related to the problem/issue.
3. A summary or conclusion which indicates possible solutions to the problem/issue or extensions of research on the problem/issue.

Your paper should be typed, double-spaced and follow the APA standard report writing procedures (proper spelling, structure, etc.). The use of headings, subheadings, and summary lists is required. All written work submitted by an individual implies that it is his or her work. All assistance received or references obtained from others should be documented in accordance with good reporting practices. Papers will be graded on both content and structure. **The paper will be due on March 4, 2007.**

The Final Examination: will be in the form of an in-class essay.

GRADING

The course requirements add up to 100%. The breakdown is as follows:

Term Paper Project	50%
Examination	40%
Critical thinking and class participation	<u>10%</u>
TOTAL	100%

*Faculty members may choose to incorporate a + or - 1% tolerance range in the above grading system. Faculty members also reserve the right to make adjustments in assignment weights so as to benefit the grade distribution for students.

**Disclaimer: The attendance policy used in the MSW, Case Management and other department programs is currently under review.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	82-80	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point averages.</i>

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

- Applicability:** All Students (LLU Students in all schools/programs & Non-LLU Students)
- Purpose:** To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.
- Scope:** PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only be made with written

approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

<i>List of Patient Identifiers</i>	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

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SOWK 676A Human Resources Planning and Development
COURSE SCHEDULE

WEEK ONE- January 4, 2007

LECTURE TOPICS:

- I. Overview
- II. The Organization's Internal and External Environment
- III. Technological Changes and Their Impact on Human Resources Management
- IV. The Demographic Trends and Their Impact on Human Resources Management
- V. Human Resource Management and Quality Management
 - A. Empowerment and participative management
 - B. Supportive organizational culture

READINGS/ASSIGNMENTS (*REQUIRED*):

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.

Chapter 01 Managing human resources, pp. 1-28.

Chapter 02 Trends in human resource management, pp. 29-65.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.

Article 01 The changing workforce, pp. 2-3.

Article 04 What is an employee? The answer depends on the Federal Law, pp. 11-18.

WEEK TWO- January 11, 2007

LECTURE TOPICS: Equal Employment Opportunity and Human Resources Management

- I. Major Laws Affecting Equal Employment Opportunity
- II. The Role of Legal Requirements in Shaping Employment Policies
- III. Discrimination Practices and Affirmative Action
- IV. Other Equal Employment Opportunities Issues
 - A. Sexual harassment
 - B. Religion preferences

READINGS/ASSIGNMENTS (*REQUIRED*):

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.

Chapter 03 Providing equal employment opportunity and a safe workplace, pp. 66-103.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.
Article 10 Sexual Harassment: Not in my company, pp. 43-46.

WEEK THREE- January 18, 2007

LECTURE TOPICS: Job Requirements-HR Productivity

- I. Examine the Relationship Between Job Requirements and Human Resources Functions
- II. Discuss the Various Factors that Must be Taken in Consideration in Designing a Job
- III. Discuss the Different Quality of Work-Life Programs

READINGS/ASSIGNMENTS (*REQUIRED*):

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.
Chapter 04 Analyzing work and designing jobs, pp. 104-134.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.
Article 13 Too old to work, pp. 65-69.

WEEK FOUR- January 25, 2007

LECTURE TOPICS: Human Resources Planning & Recruitment

- I. Integrating Human Resources Planning and Strategic Planning
- II. Examining the Basic Approaches to Human Resources Planning
- III. How Recruitment Activities are Integrated with Affirmative Action and Equal Employment Opportunities

READINGS/ASSIGNMENTS (*REQUIRED*):

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.
Chapter 05 Planning for and recruiting human resources, pp. 136-171.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.
Article 15 Can you interview for integrity, pp. 70-74.

WEEK FIVE- February 1, 2007

LECTURE TOPICS: Human Resource Selection

- I. Selection Process

- II. Selection Tools
- III. Interviews

READINGS/ASSIGNMENTS (*REQUIRED*):

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.

Chapter 06 Selecting employees and placing them in jobs, pp. 174-207.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.

Article 17 Tomorrow's world, pp. 78-79.

WEEK SIX- February 8, 2007

LECTURE TOPICS: Developing Effectiveness in Human Resources

- I. Elements of reflection process
- II. Gov. requirements for employee selection
- III. How to conduct effective interviews

READINGS/ASSIGNMENTS (*REQUIRED*):

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.

Chapter 07 Training employees, pp. 208-245.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.

Article 18 The future of work motivation theory, 80-81.

Article 21 Fear of feedback, pp. 94-99.

WEEK SEVEN- February 15, 2007

LECTURE TOPICS: Appraising and Improving Performance

- I. Purpose of Performance Appraisals
- II. Define an Effective Appraisal Program
- III. Discuss Methods Used for Performance Appraisal

READINGS/ASSIGNMENTS (*REQUIRED*):

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.

Chapter 08 Managing employee's performance, pp. 247-284.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.

Article 23 Who's next?, pp. 106-110.

WEEK EIGHT- February 23, 2007

LECTURE TOPICS: Career Development

- I. How a Career Development Program Intergrates Individual & Organization Needs
- II. How to Make a Career Development Program Successful
- III. Methods Used to Identify and Develop Managerial Talents
- IV. Career Development for Women
- V. How to Facilitate Career Development for Minority Groups

READINGS/ASSIGNMENTS (*REQUIRED*):

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.
Chapter 09 Developing employees for future success, pp. 285-322.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.
Article 24 Hot careers for the next 10 years, pp. 111.

WEEK NINE- March 1, 2007

LECTURE TOPICS:

- I. FINAL EXAMINATION

WEEK TEN- March 8, 2007

READINGS/ASSIGNMENTS (*REQUIRED*):

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2007). *Fundamentals of Human Resource Management*. New York, NY: McGraw-Hill.
Chapter 10 Separating and retaining employees , pp. 323-357.

Maidment, F. (2006/2007). *Annual Editions: Human resources*. Guilford, CT: McGraw-Hill/Dushkin.
Article 26 The draw of diversity, pp. 116-117.

WEEK ELEVEN- March 15, 2007

LECTURE TOPICS:

- I. Project Presentations

**SOWK 676A and 676B Human Resources Planning and Development and Seminar
REFERENCE LIST AND SUGGESTED READINGS**

- Agosta, D. (1994). *Women, organizing and diversity: A workbook and guide to the video* (The Women Organizer's Video). New York: Hunter College School of Social Work, Education Center for Community Organizing.
- Brody, R. (1993). *Effectively managing human service organizations*. Newbury Park, CA: Sage Publications.
- Cohen, W. & Cohen, N. (1993). *The paranoid corporation and eight other ways your company can be crazy*. New York: Amacom.
- Covey, S. R. (1994). *Daily reflections of highly effective people*. New York: Simon & Schuster.
- Dobyns, L. (1994). *Thinking about quality: Progress, wisdom, and the Deming philosophy*. New York: Random House.
- Epstein, M. & Mohn, S. L. (1992). Planning for pluralism: A report on a Chicago agency's efforts on behalf of immigrants and refugees. *Journal of Multicultural Social Work*, 2, 199-123.
- Equal Pay Act of 1963, 29 U.S. C.A. #206.
- Fagenson, E. (1993). *Women in management: Trends, issues, and challenges in managerial diversity*. Newbury Park, CA: Sage Publications.
- Gardenswartz, L. & Rowe, A. (1993). *Managing diversity: A complete desk reference and planning guide*. CA: Pfeiffer & Co.
- Gibelman, M. & Schervish, P. (1993a). The glass ceiling in social work: Is it shatterproof? *Affilia*, 8 (4), 442-455.
- Gilileman, M. (1996). Managerial manners—Notably lacking in personnel recruiting. *Administration in Social Work*, 20 (1), 59-72.
- Graham, P. (1995). *Mary Parker Follett—Prophet of management: A celebration of writings from the 1920s*. Boston: Harvard Business School Press.
- Juran, D. (1994). Achieving sustained quantifiable results in an interdepartmental quality improvement project. *Journal on Quality Improvement*, 20, 105-119.
- Kadushin, A. (1976). Men in a women's profession. *Social Work*, 21, 441-447.
- Kaluzny, A.D. & McLaughlin, C.P. (1992, Nov.). Managing transitions: Assuring the adoption and impact of TQM. *Quality Review Bulletin*, 380-384.
- Martin, L.L. (1993). *Total quality management in human services organizations*. Newbury Park, CA: Sage Publications.
- Peebles-Wilkins, W. & Chestan, L.W. (1996). Is it time to rethink affirmative action? *Journal of Social Work Education*, 32 (1), 5-18.
- Raber, M. (1996). Downsizing the nation's labor force and a needed social work response. *Administration in Social Work*, 20 (1), 47-58.
- Rapp, C.A. & Poertner, J. (1992). *Social administration: A client-centered approach*. New York: Longman.
- Rowland, F. & Sherman. (1993). *Current issues in personnel management* (2nd ed.). Boston: Allyn & Bacon.
- Skidmore, R.A. (1994). *Social work administration: Dynamic management and human relationships* (3rd ed.). NJ: Prentice Hall.
- Veil, M.O., Hughes, M., & Hooyman, N.R. (1994). *Sexual harassment and schools of social work: Issues, costs, and strategic responses*. Alexandria, VA: Council on Social Work Education.
- Wandersman, A. (1993a). *Keys to an effective association* (Working paper for the Kellogg Foundation CBPH initiative).
- Wandersman, A. (1993b). *Understanding coalitions and how they operate: An "open system" organizational perspective* (Working paper for the Kellogg Foundation CBPH initiative).
- Weinbach, R.W. (1994). *The social worker as manager: Theory and practice* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
- Wick, W.C. & Leon, L.S. (1993). *The learning edge*. New York: McGraw-Hill.