

HS 385
Leadership Development in Health Professions (GDR :WE GEP: Comm in Major; IS)
Spring, 2017 (Sem II 16~17)

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Class Meeting: S.1W DB~TJ M/W 2:00~3:15 D223 Sci Bldg
S.2W JO~TJ T/Th 3:35~4:50 CPS 233

Office Hours: as posted outside facilitators doors, or schedule individual appointments.

Course Description:

Introduction of leadership and management theory, including self-discovery of leadership potential. Through case study and other projects, you will build theoretical understanding and skill development in problem-solving and teamwork.

Pre~ requisite Courses:

JR Standing or Consent of Instructor

Texts:

HS 385 ~Class HANDBOOK Supplement Packet (**ONLINE WITHIN D2L**)
Banwell, C. Ulijaszek, S. & Dixon, J. (Eds.) (2013). When Culture Impacts Health
Other supplemental materials will be used & supplied throughout class. (**ONLINE WITHIN D2L**)

Core abilities:

- Communicate Effectively ~verbally & in writing
- Think Critically
- Exercise Problem-Solving Skills
- Work Collaboratively in Diverse Teams
- Respect Cultural Diversity & Pluralism

Course Goals:

When this course ends, learner participants will be able to:

- 1) Demonstrate culturally sensitive, ethical, moral, & professional behaviors.
- 2) Apply an evidenced-based scientific approach to problems of health care inequality among diverse populations.
- 3) Model health care policy as social policy by integrating the biological and socio-cultural variables of wellness & illness.
- 4) Identify leadership style & virtues.
- 5) Develop leadership & management skills.
- 6) Cultivate effective communication skills with professionals across the health care spectrum.
- 7) Apply Quality Management (QM) and Continuous Quality Improvement (CQI) processes to HC scenarios.
- 8) Develop Career Plans & Materials for Employment.

Course Competencies:

By the conclusion of this course, learner participants will:

- 1) Demonstrate culturally sensitive, ethical & professional behavior as future professionals.
- 2) Respect professional codes of conduct.
- 3) Take responsibility for legal considerations relating to all realms of HC & business practice.
- 4) Differentiate between leadership and management.
- 5) Identify personal leadership style.
- 6) Identify personal leadership virtues and characteristics.
- 7) Develop leadership philosophy.
- 8) Consider varying managerial roles while developing & utilizing management skills.
- 9) Explore organizational leadership theories & management processes.
- 10) Develop educational materials & learning objectives.
- 11) Apply Quality Management (QM), Continuous Quality Improvement (CQI) & Total Quality Improvement (TQM) principles to HC situations.
- 12) Demonstrate confidentiality, conflict resolution teamwork & negotiation skills.
- 13) Practice managerial roles, including~ change agent, facilitator, interviewer, team builder, performance appraiser.
- 14) Apply management skills~ cooperative & confrontational skills, conflict resolution, appreciative inquiry, active listening, time & stress management, strategic & operational planning.
- 15) Consider & identify multiple solutions for interdisciplinary issues & ethical dilemmas.
- 16) Reflect on personal strengths and weaknesses as future HC leaders.

**A document detailing all learning objectives for each competence can be found in Desire 2 Learn (D2L).

SHCP Program Graduate Outcomes:

By the conclusion of the academic program in the SHCP, graduates clearly demonstrate the following skills, knowledge, attitudes & behaviours: (* Indicates Outcomes addressed in this course).

*Critical Thinking

*Communication

*Collaboration

*Professionalism

Final Course Outcome/Artifacts: Various Professional Inventory Materials; Class presentation including developing supportive educational materials; Case Studies, Team Projects Incorporating QM & CQI principles; Leadership Philosophy; Biocultural/Scientific Journaling; Career Plan & Goals for future employment, Professional Business Correspondence, Individual Professional Development Plan (Course Artifacts address the following SHCP Program Outcomes: ALL).

During professional career consideration & planning, being able to DOCUMENT talents, abilities & weaknesses can aid in your career search as a future health care professional. Documenting "hidden" skills you might possess is important as you prepare for leaving school and actively pursuing positions in the workforce. Various artifacts, including resume's and other artifacts (work & class assignment examples) can be used for demonstrating several skills during professional development, including: If you are considering a career as a future health care leader or position as an organizational manager, these are critically important to provide in competitive, accredited and nationally recognized organizations.

- **Organizational skills.** *Do your artifacts reflect you have organized them well?*
- **Writing skills.** *Do your artifacts demonstrate you can accurately describe projects, and use writing skills to perform such job functions as filling out materials lists, etc.?*
- **Neatness.** *Do your artifacts demonstrate concern for neatness and workmanship?*
- **Communication.** *Do your artifacts demonstrate your ability to communicate your thoughts and ideas clearly, both in writing, orally, and non~ verbally?*
- **Conflict Resolution.** *Do your artifacts demonstrate your ability to resolve conflict in healthy and productive ways?*
- **Critical thinking and problem solving.** *Do your artifacts document your ability to not only following instructions, but you can think critically about problems and assignments, and that you can analyze problems and solve them appropriately?*
- **Teamwork.** *Do your artifacts show that you can work as part of a **team**?*
- **Community service.** *Do your artifacts document having concern for the well being of the overall community?*
- **Leadership.** *Do your artifacts indicate your leadership abilities?*

- **Non-bias.** *Do your artifacts indicate you are capable working in a non-biased atmosphere, including others from all races, members of the opposite sex, etc.?*
- **Day-to-day job skills.** *Do your artifacts identify skills you have developed including day-to-day job skills including good attendance, punctuality, reliability, etc.?*
- **Research skills.** *Do your artifacts demonstrate your ability to acquire and apply information from a variety of sources such as technical and reference manuals, libraries, and the internet?*
- **Technology skills.** *Do your artifacts demonstrate adaptability & comfort working in a world of rapidly changing technologies, and computer literacy?*

You will identify and work closely with a peer~ writing partner. It is expected you will review & offer feedback & suggestions for writing improvements to each other, along with using the TLC. You will incorporate this feedback into your work *PRIOR* to submitting for facilitator evaluation & feedback. Incorporating feedback is a part of the writing process. You will also then revise & resubmit selected papers/projects once you have received facilitator feedback. Revisions & resubmission are expected to be completed within ONE WEEK of when materials are returned to you via the D2L dropbox. The facilitator will advise you when materials are available for revision. The revision process is incorporated into your overall, final course grade.

Writing is a means of learning. When written assignments have deductions, you will revise specified work as part of the writing process. You are only evaluated against yourself for your written coursework. Your ongoing progress & improvement in your writing skills is one focus of this course.

Course Grades & Developmental Artifacts:

This is a communication in the major (GDR: writing emphasis) & Interdisciplinary course. As such, the majority of your course grade is determined through writing & collaborative assignments. The instructor suggests beginning assignments early, and using various campus resources available for improving your writing skills & abilities, while accessing various opportunities for professional growth & development. These options will be discussed in class. Additionally, following any guidelines provided by the instructor can maximize your performance on all course assignments & work. Additional information is located within syllabus addendum and evaluation rubrics.

Employability/Experience Skills Materials~

(Requires a documented consult w/ Career Services Staff)

Cover Letter	10%
Resume'	10%

Professionalism & Leadership Materials~

Individual Professional Development Plan (IPDP)	5%
Professional Leadership Philosophy	10%
Educational Materials	15%
Biocultural, Scientific Journaling	10%
Final Reflective Paper	10%

Interdisciplinary & Team Development~

Presentation	10%
Group work, & Case Studies	12.5%
Attendance: professional & cultural events (required: professional conduct)	<u>7.5%</u>
	100%

The Tutoring & Learning Center is located in the Library. TLC is on the lower level, room 018. You may be able to see a tutor without an appointment, but it's *best to call ahead for help with specific courses*. Once you review & reflect on provided course example papers, if you recognize you DO NOT write to the level of these samples, it is ***STRONGLY ADVISED*** you seek immediate assistance in the writing center!! TLC Regular hours: 9:00 - 4:00 Monday – Thursday 9:00 - 12:00 Fridays http://www.uwsp.edu/tlc/writing_reading_tutorials.shtm#Writing

Attendance:

Each class period will begin with discussion of current news concerning Leadership & Management from a variety of viewpoints. You may use newspapers, news broadcasts from radio or television, the internet, discussion groups, for discussion etc. Guidelines for active class discussion are provided in the syllabus. Actively participating in course discussions is expected and requires your attendance at all course sessions as we consider the global nature of health & healthcare environments. Absence from class is *only excused* with written documentation (doctor's excuse, printed obituaries, coaches' note for games). Please respect your classmates & faculty by letting them know if you are unable to attend class. Attendance & participation point scale for in class includes :0 absences~ 100 ; 1 ~ 90 ; 2 ~ 80 ; 3 ~ 70 ;4 ~ 60 ; 5 ~ 50 ; 6 ~ 40 ; 7 or >~ 0. Participation in class discussion is required/expected. Failure to participate in class discussion will result in deduction of point value based on level of participation or lack thereof.

Cooperative Work Group (CWG), Case Study Development, Educational Materials & Presentations:

Health care professions require teamwork and cooperation at all times to support client needs. Throughout the semester, you will be required to act as a team with various cooperative workgroup (CWG) members. Individuals will research and present a about a specified leadership topic. As another CWG project and from an Interdisciplinary perspective (applying both Natural & Social Science viewpoints) you will be critically evaluating case studies exploring the central question: from both natural & social sciences perspectives is: How does an integrative approach to health care build leadership, communication and problem solving skills for simultaneously providing culturally competent care for an ethnically and culturally diverse range of health care recipients? Guidelines will be provided for group & teamwork. You will complete both a self & peer evaluation performance of all group members. Groups will make one major presentation, and also complete a smaller case project during the course. Student groups will be assigned topics. Presentations will be made to the class. Lack of participation will result in a deduction of points, up to 100% of grade earned by the group members.

Grading Scale:

Total point value places participants into grading categories listed below. Grades are based on actual achievement, and are **NOT rounded**: Percentages provided are of total possible course points earned.

Proficient

A 94-100% **A- 92-93%**

Emerging

B+ 89-91% **B 86-88%** **B- 83-85%**

Basic

C+ 81-82% **C 75-80%** **C- 70-74%**

Undeveloped

D 65-69% **F below 65%**

Guidelines for Your Personal Course Success**Performance Based~ It's about learning!!**

Your success is the main goal of any learning experience. In performance-based learning, we carefully identify what you need to be able to do as a result of a learning experience. Next we determine how you can show that you have learned these skills. Finally, we plan learning activities that will help you develop the target skills, knowledge, and attitudes.

Discussion ~ Participation Guidelines & Evaluation*Discussion Participation:*

A component of your grade will be based on **active participation** in class. Your grade for class participation will be based on the *frequency and quality* of your contributions in both F2F and online environments (Desire 2 Learn). Quality participation is considered as thoughtful and concise contributions that demonstrate critical thinking related to the course material. Contributions of low quality or those that are long-winded paragraphs of excerpts from course materials or other sources will not ensure a good grade. Furthermore, comments such as "I agree" or "Yes/No" will not contribute toward the frequency of your participation.

Class Discussions: You are expected to contribute during each class. Contributions should pose a question or questions to your colleagues promoting critical thinking related to the topic. Time during class can be used to discuss issues related to the course materials, case studies, research articles or other relevant topics introduced by the instructor or other colleagues. Class discussion promotes critical thinking and exchanging of information through thoughtful interaction between the classes learner participants. Your contributions can and should include professional and personal information and experiences relevant to the course content. Failure to participate in class discussion will result in deduction of point value based on level of participation or lack thereof.

Academic Honesty & Misconduct

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

Plagiarism - presenting someone else's words, ideas, or data as your own work.

Fabrication - using invented information or the falsifying research or other findings.

Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work
2. Allowing another learner to copy from your work
3. Using resource materials or information to complete an assessment without permission from your instructor
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

Academic Misconduct - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Academic dishonesty is NOT ACCEPTABLE. UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf for more information.

Late Work

Work not submitted by established deadlines is subject to penalty. From the score earned, penalties will be assessed as follows: 1 day=1 FULL letter grade; 2 days=2 FULL letter grades; 3 days beyond established deadline=automatic failure.

Cellular Phones

As a courtesy to others, cellular phones are to be shut off and stored during class periods. If cell phones are being observed used during class sessions, you will be asked to cease. Repeat offenses will result in loss of course points.

UWSP Policies

Learners with questions regarding affirmative action, equal opportunity, harassment, or information about any other college policies may refer to the current college catalog or student handbook.

ADA Statement

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability Services for assistance with accommodations. It is the student's responsibility to voluntarily and confidentially disclose information regarding the nature & extent of a disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves with a qualifying disability. Disabilities Services is located on campus at 103 Student Services Center, 1108 Fremont Street, UWSP Stevens Point, WI 54481.

Accreditation

UWSP is nationally accredited. As part of accreditation processes, your work is routinely used to illustrate achievement of performance and learning outcomes. If you do not want your course materials used for this process, please inform your course facilitator at the beginning of the semester. All information is used in aggregate, and not segregated. Work may be used as examples illustrating achievement of accreditation requirements.

Additional Course Resources & Reference Texts:

Borkowski, N. (2005) ~ Organizational Behavior in HC ISBN: 978-0-7637-4768-8. *Excerpted and utilized as a reference online and as practical exercises.*

Banwell, C. Ulijaszek, S. & Dixon, J. (Eds.) (2013). When Culture Impacts Health, 1st Ed. ISBN: 978-0-12-415921-1. All.

Makely, S. (2009). Professionalism in Health Care: a Primer for Career Success, 3rd Ed. ISBN: 978-0-13-515387-1. *Excerpted and utilized as a reference and as practical exercises.*

Rosenberg, M. (2005). We Can Work It Out: Resolving Conflicts Peacefully and Powerfully, ISBN:978-1-892005-12-0. *Excerpted online as reference and lessons in conflict management.*

Filan, G. & Karre, I. (Eds). (2009). Leadership Development Institute Handbook , The Chair Academy for Leadership Training and Development: ISBN: None provided. *Excerpted Online and utilized as a reference text.*

Glanz, J. (2002), Finding Your Leadership Style, ISBN: 0-87120-692-7. *Excerpted and utilized as a reference and as practical exercises.*

WIDS (2006). Designing and Assessing Learning, WTCS Foundation, Inc. Worldwide Instructional Design System ISBN: 1-57049-219-0. *Additional texts and materials may be used as necessary*

Brandt & Reese (1996). Effective Human Relations in Organizations, 6th Ed., 1996 ISBN: 0-395-74005-3. *Excerpted online and utilized as a reference text.*

Course facilitators reserve the right to make changes to syllabi, or course content at their discretion anytime during the semester. Any in class announcements (either verbal or written) are considered an official addendum to the syllabus. It is the students' responsibility to know what changes have been made. It is also the students' responsibility to check official UWSP email, and/or D2L frequently for course announcements.