**HS 385~ Leadership Development in Health Professions (Comm in Major course)**

COVID-19 REVISED SYLLABUS Fall, 2021 (Sem I 2021~22)

Instructors: Jodi Olmsted, RDH, Ph.D, FAADH Tori Jennings, Ph.D

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715.574.3975 cell or via email “Office” hours 12noon-130 & 330-5 T/Th;

other times via appointment

Class Meeting: CPS 210 & virtual classroom S.1

Tuesdays/Thursdays 2-3:15pm via ZOOM on the following specified dates:

**Synchronous Hybrid Class meeting sessions:**

**2 September F2F in CPS 210**

**7, 9, 14, 21, 23 & 28 September; 12,14,19 & 21 October; 9 November; 7 December.**

ZOOM technology during non-meeting times will be used related to guidance on course content, activities & Q&A.

Office Hours: “Virtual” office hours: “Office” hours 12noon-130 T/Th; via phone, MS Teams or ZOOM

other times via appointment

**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:**

***Makely, (2017). Professionalism in Health Care: A primer for success*** (ISBN: 978-0-13-441567-3 (Text rental)

Supplemental materials, including excerpts from a variety of sources are used & available online throughout class. **(ONLINE WITHIN CANVAS)**

**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 & appropriate communication skills for use 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 professional correspondence: cover letters, resumes, professional development plans, emails.
11. Explore developing educational materials & learning objectives.
12. Apply Quality Management (QM), Continuous Quality Improvement (CQI) & Total Quality Improvement (TQM) principles to HC situations.
13. Demonstrate confidentiality, conflict resolution teamwork & negotiation skills.
14. Practice managerial roles, including~ change agent, facilitator, interviewer, team builder, performance appraiser.
15. Apply management skills~ cooperative & confrontational skills, conflict resolution, appreciative inquiry, active listening, time & stress management, strategic & operational planning.
16. Consider & identify multiple solutions for interdisciplinary issues & ethical dilemmas.
17. Reflect on personal strengths and weaknesses as future HC leaders.

\*\*A document detailing all learning objectives for each competence can be found in (CANVAS).

**School of Health Sciences &Wellness Program Graduate Outcomes:**

By the conclusion of the academic program in the SHS&W, graduates clearly demonstrate the following skills, knowledge, attitudes & behaviors: (\* 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 SHS&W 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.*

Skills & abilities:

* **Organizational skills.** *Do you possess the ability to multi~ task, complete multiple projects under pressure and tight deadlines, stay organized and focused?*
* **Writing skills.** Can you *accurately describe projects, using writing skills to perform job functions including dictation, filling out materials lists, etc.?*
* **Neatness.** *Do you demonstrate concern for neatness and quality workmanship?*
* **Self-directedness:** *Do you take ownership for time on task? Are you responsible for working ahead, being pro-active, positive & assertive? Do you make sure to plan enough time in advance for complex tasks/projects/ collaborations? If you work to or past deadlines, make excuses, do not do a complete or thorough job, you are not yet working in a self-directed manner.*
* **Communication.** Can *you demonstrate your ability to communicate your thoughts and ideas clearly, both in writing, orally, and non~ verbally? Are you “emotionally intelligent”~ having the ability to “read” others’ needs?*
* **Conflict Resolution.** *Do you demonstrate the ability to resolve conflict in healthy and productive ways?*
* **Critical thinking & problem solving.** Can you *document your ability to not only following instructions, but think critically about problems, tasks and assignments, analyze them, and resolve them appropriately?*
* **Teamwork.** C*an you work as part of a* ***team****? Or, do you lack trust, or the ability to work collaboratively?*
* **Community service**. *Do you demonstrate a concern for the well~ being of the overall community?*
* **Non-bias.** Can *you 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**. *Can/do you demonstrate a good work ethic? Day-to-day job skills including good attendance, punctuality, reliability, no use of cell phones, texting, facebook or other social media use while in a work environment, etc.?*
* **Research skills.** *Can you acquire and apply information from a variety of sources such as technical and reference manuals, libraries, and the internet?* *Access scientific, evidence based information from a variety of data bases which hold peer-reviewed (juried) documents, and know how to interpret the data in those documents?*
* **Synthesis.** *Are you able to read, analyze, interpret & condense information from a variety of resources, and present same information in new, novel & correct ways, rather than simply “reporting”?*
* **Technology skills.** *Do you demonstrate adaptability & comfort working in a world of rapidly changing technologies, and computer literacy, including file management, word processing, data manipulation & management while using multiple formats and technology platforms?*

You will work with peer~ writing partner(s)/groups. 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 CANVAS assignments. 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. Specified work will be reevaluated for additional value earned. 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) course. As such, most of your course grade is determined through written & 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. Additionally, following any guidelines provided by the instructor can maximize your performance on all course assignments & work. Additional information is located within syllabus addendum, CANVAS assignment pages & discussion AND evaluation rubrics.

**Employability/Experience Skills Materials~**

**(Resume requires a documented consult w/Career Services Staff)**

Cover Letter 10 %

Resume’ 15 %

Angry customer/apology/amends materials 7.5%

Appropriate email correspondence 7.5%

**Professionalism & Leadership Materials~**

Professional Leadership Philosophy (includes incorporating central course question) 10%

Individual Professional Development Plan (IPDP) & Task Completion 10%

Attendance 5%

**Interprofessional & Team Development~**

Group Biocultural Social Science Online Discussions (Dr. Tori Shared Vision lessons) 10%

Leadership topics CWG (Collaborative Work Group)

Online asynchronous pages, activities, discussions & assessments participation 15%

Professional & cultural events (normally required: 4-5 professional events) 10%

UWSP COVID service angel, or ONE virtual professional event, instead **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:**

**Class attendance:** *Please respect your classmates & faculty by letting them know if you are unable to attend the synchronous, F2F class sessions.* Class attendance is REQUIRED during the times F2F times as scheduled. As a professional courtesy, if you are ill & cannot attend class, please let the facilitator & your class partners know. Excused absences upon return to class require medical doctor’ notes; or obituaries for immediate family only (grandparents, parents, siblings). Otherwise, attendance at scheduled F2F meetings is expected, and additional engagement using course content materials located in CANVAS is observed. Absences: 0~100; 1~90; 2~80; 3~70; 4~60; 5~50; 6> 0. Time together is to assure your engagement in the various learning activities to assure your ability to develop/demonstrate the established competencies of the course. Completion of all activities, discussions & assessments within the defined time frames will be expected. Failure to participate in class discussion will result in deduction of point value based on level of participation or lack thereof.

**Learning Community Safety:**

**MODIFIED: Community & Campus Cultural & Professional Event Attendance:** You are expected to attend ***a MINIMUM of ONE (rather than 4-5) cultural &/or professional events during the course of this semester.*** Events can be either on or off campus, but your attendance & participation must be able to be validated in some way: signing in on your campus SPIN page; a program with presenter signature, attendance sign in, etc. Participation in various campus or community cultural events aid you in developing respect & knowledge about various ethnic/cultural/societal groups which differ from your own. Joining and actively participating in Professional Organizations related to your major is another start; for example on campus, we have the Sigma Mu Tau for allied health professionals, the various professional associations (Association for Clinical Laboratory Scientists~ ACLS Chapters; American Medical Association (student chapters, Dietetics Society as examples), to begin gaining working knowledge of various organizations & groups, along with developing an understanding & ability to further explore addressing the central course question from both Natural & Social Science viewpoints while recognizing your own background & biases: *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?*  See details related to UWSP COVID “service angel” in assignment guidelines.

**UWSP COVID19 “Service Angel” FA 2021 (in lieu of attending cultural or community professional events)**

**If you are free of disease (as per CDC guidelines) , and are able to provide COMMUNITY SERVICE within your UWSP OR home community by helping those in need (elderly, shut-ins due to health issues, etc) and can act as a UWSP “service angel” to complete a total of 3-5 hours of helpful support this requirement will be satisfied. Service may be advertised to others thru your Social Media outlets, or found via local community newspapers. Consider the “Platinum Rule”: If YOU were ill & needed assistance, would you appreciate someone reaching out to help YOU???**

**You may have chances to transport meals, pack backpacks with school supplies, pack lunches, shop for groceries or pick up & deliver medications, doing laundry, yardwork, etc………………….any & all service tendered in your local community in the Spirit of Caring, Compassion, Collaboration & Professionalism for others in either the Stevens Point or YOUR home community will be used for fulfilling this requirement. Please consider contacting the local United Way, or various community service organizations in your local community to volunteer time. A “selfie” & brief reflection of the experience satisfies the requirement.**

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

|  |
| --- |
| Health care professions always require teamwork and cooperation 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**  **С+ 81-82% С 75-80% С- 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.  **Online 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 (Canvas or 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 F2F or Online:* 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. It is recommended you begin online work EARLY so you have time to read, consider & respond to classmate colleagues.  *Professional Attendance at Campus & Community Events for Gaining IS insight: see attendance & participation* |
| **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 [https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx](https://www3.uwsp.edu/dos/Pages/Student-Conduct.aspx) for more information. |
| **Late Work**  Work not submitted by established deadlines is subject to penalty. From original 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. **ALL written assignments MUST be completed/submitted to pass the course.** |
| **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, religious accommodation 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. |

**Emergency Preparedness:** See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point including Medical Emergencies (Red Phones), Fire, Tornado, other Severe Weather or Active Shooter.

**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.*

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 CANVAS frequently for course announcements.***

**HS 385~ LEADERSHIP DEVELOPMENT IN HEALTH PROFESSIONS**  
 **Syllabus Addendum: Writing Assignment Directions & “Helpful Hints”**

**Directions:** Consider topics carefully and focus on developing your work in response to meeting the needs illustrated in Health Care and Business & Industry today. This includes making your points & work convey meaning as **clearly, completely, correctly and concisely** as possible, while providing accurate information to your intended audience. You will be working with both writing partners (WP’s) and Cooperative Work Groups (CWG’s) in the development of your written communications. These individuals will serve as reviewers for content, formatting, tone, grammar and other standards of writing development. ***You will be expected to incorporate feedback from these individuals PRIOR to submission of any written work to faculty/staff for consideration and evaluation.*** Your work must be word processed per departmental writing guidelines. UWSP campus standard is double spaced, 10~14 pt. true type font. Double spacing will be used where/when appropriate following business standards. Consult class notes & handbook, citation guides, books, articles or the Internet (citation machines), MS WordTM tools as appropriate to assure your work meets Industry standards.

As an Integrative course, you will be challenged to think & approach all work from both a Natural Science, and Social Science, perspective. You are encouraged to approach course topics not only as a student, but as a future professional recognizing issues associated with human dignity, respect, compassion for others, and how ethically those are also coupled with issues of social justice as future leaders, managers or health care professionals. The central question driving attendance and participation at community & campus activities reflective journaling, case study analysis, CWG projects, and your final, reflective paper 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?* Considering this question is an integral part of the course each week and relates to the various group assignments & team presentations, attendance at campus & community events, case study analysis & biocultural & scientific discussions & journaling.

As a Communication in the Major course, you will develop & present materials in this course relating to future Employment & Professional Leadership Development. The following includes details about the written assignments included in this course:

**Paper Headers:** Each paper should have a header or footer on **each** **page** containing your name, name of paper {IPDP, Philosophy of Leadership 1st Draft, Cover Letter, for example} and page number. Identify writing partner. Papers (when applicable) should be double spaced, 10~14 pt. true type font.

Example:

Olmsted,J.L. 1st Draft Philo. of Leadership HS 385 p. 2

1. **Employability/Experience Skills Materials~**

**A. Resume’: This assignment requires a documented consult w/ appropriate staff at Career Services followed by w/class facilitator!!**  Participant will develop a professional career focused resume’ that can be used during a professional position search. Participants will attend a resume’ development workshops led by Career Services and are expected to schedule an appointment with staff in Career Services to develop and polish a professional resume’ per guidelines established in class. ***Failure to meet with staff from Career Services results in ½ of assigned point value not being earned.***  Career Services professionals are booked early, so manage your time wisely to complete this assignment well before due date. School of Health Care Professions (SHS&W) accepted document formats are available for use in COURSE MANAGEMENT PLATFORM under Communication: “Professional Business Correspondence”. Rubric delineates point values. Additional details can be found in COURSE MANAGEMENT PLATFORM and will be provided in class.

**B. Cover Letter for Professional Career Position/Graduate School:**  Participant will develop a professional cover letter for a real career opportunity, or as an entry for graduate school. Professional cover letter submissions must be accompanied by an electronic URL for the available position; or a hard paper copy of the position posting. Cover letters are to be focused on the requirements of the position, and your capability to function within that capacity. Business letter formatting, and content suggestions can be found in COURSE MANAGEMENT PLATFORM and on the evaluation rubric. Feedback provided by class faculty is to help you improve your writing presentation to “get your foot in the door” for a real career opportunity in your discipline area or graduate school.

**C. Angry Customer/Apology materials:** You will be developing a letter apologizing to an angry customer/client for a hypothetical situation you provide. The concept behind this assignment is when you are not able to contact an individual face to face to make amends and cannot contact them by electronic means (phone/text/email). Feedback will be provided regarding tone of message, considering maintaining or repairing customer/client relations in a variety of situations. You will share this document with your writing partners to improve grammar, presentation, and content prior to submission for evaluation. Rubric available via D2L.

**D. E-mail Correspondence:** The purpose of this exercise is communicating professionally and appropriately using email. Emails require a subject in the subject line, carbon (cc) or blind carbon (bcc) copying as necessary and appropriate. Additionally and more importantly the purpose of the communication, full sentences, no abbreviations, grammar, etc will all be evaluated throughout this exercise and course. Professional communication is still done routinely in health care and business & industry via email, rather than text messaging. The purpose of this exercise is assuring you do this well & appropriately via email through the entire course.

***Revisions to employment marketing documents (resume’, cover & amends letters) REQUIRED once graded & returned for professional use. Peer review process will be used. The cover letter is the only document that will earn point value back, the Resume’ document grade stands as recorded even though modifications for professional use are required for class & future use for application for clinical practicum(s), internship placements & senior capstone(s) or initial professional employment opportunities.***

**II. Professionalism & Leadership Materials~**

**A. Individual Professional Development Plan (IPDP)**~ electronic template is available under “Complex Role of Organizational Leaders” located in D2L. Five sections will be completed, including measurable goals, and timeline for completion. Further direction will be provided in class. This is a “living document” and as such, *each section should be added to the prior sections, and NOT submitted as separate documents.* You will document progress in achieving the various goals you established in your informal journal, along with considering accomplishing the central Interdisciplinary question. Additionally, professionalism is connected to this assignment with your need to attend & consider various professional & cultural events on campus and in the community to develop broader perspectives associated with holistic and considerate care provision whether as a future administrator, diagnostician or therapist. Evaluation rubric is located in D2L using SMART format. The five sections of the document will include:

#1~ Understanding Self; # 2~Complex Role; #3~ Communication & Conflict Resolution; #4~Team Development (Building Teams); #5~Strategic Planning. Each section is valued at 1/5 the overall assignment grade. See rubric for evaluation.

**B. Philosophy of Leadership~** this ***2-3 page philosophy*** will span content *from the entire course*. Consider this as an ongoing, evolving “process” paper ~its’ content will change & evolve *throughout the length of the course.*

**Philosophy Paper:**

**1) Rough Draft #1:** It is expected the first formative draft considers material from Leadership Assessments, Understanding Self & Others, Complex Role and Ethical & Professional Behavior. This first draft should *simply be bullet points, illustrating your “true north” or values/virtues you hold in highest regard.* It is understood this document is a work “in progress”, however, clear ties to the ideas represented in course content to date, and personal exploration of such should be apparent. The author may indicate future considerations with respect to topics & materials provided in COURSE MANAGEMENT PLATFORM during this draft. *This working draft is NOT expected to be grammatically correct, or in a polished final form. However, content & direction of work SHOULD be discussed with your writing partners, CWG members or course facilitators and incorporated in the work.*

2**) FINAL PHILOSOPHY DRAFT:** It is expected the final, summative philosophy draft is grammatically correct, polished, clearly and completely addresses tying WHO you are as a leader/manager to HOW you will APPLY your unique abilities to leading and managing others in the context of the final course topics. You will “ground” this paper based on your 1st submission: your VALUES. College papers are expected to also have an Introduction & Conclusion. The shift from your foundational draft about your VALUES merges with HOW you will APPLY your various strengths, talents, values ***while leading OTHERS in relation to the final class topics including~ Communication & Conflict Resolution, Team Development, Culture Change, Quality Improvement, Strategic & Operational Planning, Personnel & Project Management & Leader as Manager.***  Additionally, this draft requires incorporation of addressing the central Integrative course question. It is important to note there are no “right or wrong” philosophies, as each person is unique and brings their own unique skill sets to use in any given situation. It is recommended the author use headings/subheadings if helpful in guiding the development of the work, assuring all points are clearly addressed. ***FULL CONTENT DEVELOPMENT, limited to 3 pages is expected for this document.*** *This final draft should have both content & grammatical feedback provided from your writing partner or CWG members in its development prior to submission for evaluation.*

**C. Education & Training Materials on Selected Leadership Topic:** Materials will be explored within and by your Collaborative Work Group (CWG’s) team & posted on a class PAGE in CANVAS for asynchronous learning & classmates use. Materials will correspond with one of the six course topics your CWG will be assigned. You will be responsible for providing additional materials, information, motivation & practice associated with the CYCLE OF LEARNING: Motivation, Comprehension, Practice & Application. Thus, you will develop or connect to a variety of content information classmates can use to complete discussions, practice skills associated with your topics, and be able to provide a simple “assessment” for what your classmates have “learned” about your topic.

**D. Biocultural/Scientific Discussions (IS “Shared Vision” work):**  This formative writing forum is an opportunity for sharing in smaller groups using COURSE MANAGEMENT PLATFORM along with virtual guided class discussions about these topics with the course facilitator. Three specific topics being addressed from both a social & natural science perspective include:

* Stereotypes & Stereotyping
* Race & Racism in HC
* Biocultural Approach to Wellness & Illness

It is expected responses to the various learning materials & questions raised also address various events/topics or occurrences during the week, including an incorporation of professional attendance at various campus & community cultural & professional growth events. The reflective process is one of exploration: including your consideration of ongoing professionalism & growth. You are encouraged to approach participation in these activities not as a student, but as a future professional recognizing issues associated with human dignity, respect, compassion for others, and how ethically those are also coupled with issues of social justice as future leaders, managers or health care professionals. The central question driving all work associated with the Biocultural Scientific Group Discussions & Mini Writing Lessons 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?*  Your postings should be primarily professional, rather than personal, in nature. However, it is acceptable if a personal experience does focus on the topic if it illustrates the key point. Further development and additions to the postings will be based on individuals’ participation in various professional & cultural campus events for ongoing growth. If your background is primarily Caucasian, Judeo Christian, you may wish to explore the concept & meaning of *White Privilege* prior to engaging in class discourse.

Example: Discussion Post: #3 Stereotypes & Stereotyping

**E. Final Reflective Paper:** The final NON-GRADED but REQUIRED reflective course paper should incorporate addressing all of the following various perspectives: How you approach addressing the Issue/Question discussed throughout class: *How is culturally competent care provided by an integration of understanding diverse backgrounds & needs?* and *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?* This final paper needs to be developed from a biocultural context and include both Social & Natural Science perspectives. Further details & grading rubrics provided in class. Final reflective paper also needs to address the following questions: “*What have you learned, and how will use it as a future professional?”*  Please also reflect upon, and include a response to these questions as well: *" how have you gained further understanding of your university education and how it has enhanced your sense of personal responsibility as a member of a larger community?"*

***\*\*All written assignments are due by the “end of the workweek” (midnight Fridays) during the week specified on the class schedule or by announcement. Plan your time & other commitments appropriately/wisely \*\****

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