ANGELO STATE UNIVERSITY

Bachelor of Science in Health Science Professions

HSP 4330
Healthcare Organization and Leadership
Spring 2019
Kristi White, PhD, ATC, LAT
COURSE NUMBER
HSP 4330

COURSE TITLE
Healthcare Organization and Leadership

CREDITS
(3-0-0) Meets completely online using Blackboard

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course. URL of Undergraduate or Graduate Student Handbook.

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

FACULTY
Kristi White, PhD, ATC, LAT
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OFFICE HOURS
Monday, Tuesday, and Wednesday 2:00-3:00pm and by appointment

COURSE DESCRIPTION
Describes the critical knowledge and skills needed to be effective leaders in today’s complex healthcare environment. The course examines conflict resolution, leadership and negotiation skills, strategic planning, selecting and developing individuals and teams, communicating, managing resources, and using technology.

PROGRAM OUTCOMES
Upon completion of the program of study for health science professions, the graduate will be prepared to:

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate self-awareness, self-understanding, respect, empathy, altruism, and self-disclosure through participation in groups.</td>
<td>Team Project, Team Discussion Boards, Chapter 6, Journal 4 Assignment</td>
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<tr>
<td>Identify a personal leadership style and construct a personal philosophy of leadership.</td>
<td>Chapters 4 and 5, Journal 3 Assignment</td>
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<tr>
<td>Analyze how leadership is affected by context and situation.</td>
<td>Team Project, Chapter 2, Journal 2 Assignment</td>
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<td>Analyze how personal values and other motivating forces influence group process and development.</td>
<td>Chapter 3, Strength Finder Assessment, Activity 3 Questionnaire</td>
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<td>Apply communication strategies that recognize and respect the diversity of interprofessional healthcare teams.</td>
<td>Chapter 7, Journal 5 and 6 Assignments</td>
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REQUIRED TEXTS AND MATERIALS

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
• High Speed Internet Access
• Webcam
• Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
A = 700.00 - 630 points
B = 629.99 - 560 points
C = 559.99 - 490 points
D = 489.99 - 420 points
F = 419.99 points and below (Grades are not rounded up)

EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Introduction Video</td>
<td>25</td>
</tr>
<tr>
<td>Journal Assignments</td>
<td>335</td>
</tr>
<tr>
<td>Team Project Outline</td>
<td>20</td>
</tr>
<tr>
<td>Strength Finder Assessment</td>
<td>40</td>
</tr>
<tr>
<td>Activity 3 TOPS Questionnaire</td>
<td>20</td>
</tr>
<tr>
<td>Project Group Discussion Boards</td>
<td>135</td>
</tr>
<tr>
<td>Team Project Member Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>Team Project Summary</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

TEACHING STRATEGIES
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.
ASSIGNMENT/ACTIVITY DESCRIPTIONS

- Team Project
  - This project is a large percentage of your grade. Students will be placed in teams of 5. Each team must plan and organize a community service event that will occur prior to the end of the course.
  - The team gets to decide which community group will benefit from their service project.
  - The team also gets to decide what type of service project they would like to complete.
  - The team will submit an outline of the project, an update, and a project summary.
  - The team must inform Dr. White when and where the project will take place so that she can follow-up and attend the event.
  - The following are some possible examples of community service project. Teams may choose one of the following or they may develop their own idea. **This semester bake sales are not an option for this project.**
    - A 5K/Fun Run to benefit a certain charity
    - A read-a-thon to benefit an elementary school
    - A 3-on-3 tournament to benefit a school or a charity
    - A fundraiser to benefit those that are economically disadvantaged
    - An event to benefit a nursing home/residents
    - An event to benefit a domestic violence shelter

Individual Assignments
- Self Introduction Video 25 points
  - Introduce yourself to your classmates. Where are you from? What is your major? What are your career goals? What do you hope to accomplish/learn in this class? What is your favorite movie? What is your favorite book?

- Journal Assignment 1: 20 points
  - Complete Case Study: System Level Intervention. Chapter 1 Questions 1-2 (pg. 12)

- Journal Assignment 2: 30 points
  - Activity 1: How much of a team is your group? (pg. 53)
  - Activity 2: I and We (pg. 53)
• Journal Assignment 3: Chapter 6 (Answer the questions below.) (30 points)
  o Each student needs to complete the free Myers Briggs Personality test found at http://www.my-personality-test.com/personality-type/?killsession.
  o Explain your personality type based on the MBTI assessment.
  o Based on your Myers Briggs Type Indicator (MBTI) personality assessment, think about a recent incident in a group where you were “at your best” and a time you were “under stress”.
    ▪ Explain the situation
    ▪ How did you feel?
    ▪ How did the other group members respond?
    ▪ How can you use these insights to further develop your leadership skills?

• Journal Assignment 4: 50 points
  o Complete the Reflection: Who’s Got the Power? (pg. 83)
  o Complete the Reflection: Power Assessment (pg. 84)
  o Complete the Reflection: Kolb Learning Styles Summary (pg. 90)
  o Complete the Reflection: Self-Management-Mature Leader Reflection (pg. 91-92)

• Journal Assignment 5: 50 points
  o Complete the Reflection: Leadership Development (pg. 102-103)

• Journal Assignment 6: 30 points
  o Complete the Questions for Activity 2: Best Manager (pg. 108)

• Journal Assignment 7: 125 points
  o Complete the Questions/Activities for Activity 3: Leadership Learning Journey (pg. 108-115)

• TOPS: Team Orientation and Performance Survey: 20 points (pages 54-56)
  o This survey can help determine where the energy or the team is focused. When you fill this out, remember that this is your perception of the team. Rank the endings of each sentence according to how well each ending describes your team. Enter a 4 for the sentence ending that best describes your team now, down to a 1 for the sentence ending that seems least like your team.
• Team Project Member Evaluation – 50 points
  o In the table provided, please list your team members (including yourself) and assign the appropriate amount of participation in the completion of the project.

• Team Project Summary – 75 points
  o Provide a 2-3 page reflection paper on your team project. The paper should have 1” margins (top, bottom, left, and right). The paper should be written using Calibri (Body) Font size 11.
  o Some topics to address include but are not limited to:
    ▪ Did the project/event turn out as expected? Why or why not?
    ▪ In retrospect, would you change anything about your project? If so, what?
    ▪ What benefits did you observe as a result of your project?
    ▪ Which individuals/groups were directly affected by your project and how did it affect them?
    ▪ Did a leader emerge in your team and how/when did this occur?
    ▪ What were your strengths and weaknesses as a team member?
    ▪ What did you learn overall from this project as it relates to leadership and team development?

Discussion Board Assignments

• Outline for Team Project Submitted on Group Discussion Board. Each team only needs to submit 1 outline for the team. 20 points
  o Write an outline for your team project. Address the following questions:
    ▪ Who are the members of your team?
    ▪ What type of project are you going to do?
    ▪ Who does the project benefit?
    ▪ Who is your contact person for the group you are benefitting?
    ▪ When do you propose to complete your project?
    ▪ Why did your group choose this particular project?

• Strength Finder Assessment: 40 points
  o Each student must read part 1 of the Strengths Finder 2.0 book (pages 3-30). Then complete the strength finder assessment.
  o Each student must write a post in their group discussion board under the Strength Finder thread.
  o In your post, address the follow 5 questions/topics:
    ▪ Explain your top 5 Themes.
    ▪ How does this information help you better understand your unique talents?
- How can you use this understanding to add value to your role?
- How can you apply this knowledge to add value to your team?
- What will you do differently tomorrow as a result of this report?

- **Strength Finder Assessment Discussion Board Post: 20 points**
  - For each member of your team, under their strength finder post, please comment on the following:
    - Are any of these strengths similar to your own?
    - How can you apply this knowledge (knowing their strengths) to add value to your team project in this course?

- **Myers Briggs Personality Group Discussion Board: 20 points**
  - Each member of the team needs to list their personality type. What are your personality characteristics and how can you use them to benefit your team in completion of your project (give specific examples)? What other personality type do you tend to work well with on team projects?

- **Myers Briggs Group Discussion Board Response: 25 points**
  - For each member of your team, under their personality posts, please comment on the following 3 topics:
    - How is your personality similar with their personality?
    - How does your personality differ from theirs?
    - Give a specific example of how you think their personality can benefit the team.

- **Activity 4 SMART Goals: 50 points**
  - Team Goal Setting on pages 56-57 should be completed on the discussion board as a team effort. Each team needs to clearly outline the SMART (specific, measurable, attainable, relevant, and time bound) goals of your project. I suggest for each category that you start a thread (one thread for specific, one for measurable, etc).
  - Please keep in mind that I need to be able to see how each individual contributed to the completion to be able to award to appropriate grade. I would suggest that you add an Explanation thread to the discussion board as well where you outline for me how each person contributed to the completion of the assignment.
  - Remember that this a discussion board format so for instance if one team member completes the Measurable thread and another team member wants to add something to it, just make a comment and I will be able to see the addition.
• Team Project Update: 20 points
  o Each team only needs to submit 1 update for the team.
  o Please give an update on your Team Project and address the following issues:
    ▪ How has your project changed or transformed since the original proposal?
    ▪ What type of obstacles has your team experienced while planning your project?
    ▪ Is your completion date for your project the same? If it has changed what is the new date?

GENERAL POLICIES RELATED TO THIS COURSE
All students are required to follow the policies and procedures presented in the following documents:
• Angelo State University Student Handbook located on the ASU website
  http://www.angelo.edu/student-handbook/
• ASU Undergraduate Catalog located on the ASU website
  https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog

STUDENT RESPONSIBILITY & ATTENDANCE
ON-LINE: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 48 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at kristi.white@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

ACADEMIC HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Health Science Professions Department adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."
PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211(TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of
course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Developing skill in expressing oneself orally or in writing
6. Learning to analyze and critically evaluate ideas, arguments, and points of view

End of syllabus.