# The Tseng College, California State University Northridge

# MPA Online – Health Administration Track (HA) – Cohort 116

#  HSCI 513: LEADERSHIP IN HEALTH ADMINISTRATION PRACTICE

# Spring 2015: January 20 – March 13, 2015

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## Course Description

Seminar in which special emphasis is placed on leadership skills needed in healthcare organizations. Describes basic leadership principles, review literature, examine factors associated with successful leadership, and discuss case studies on leadership strategies used in the healthcare field.

## Course Overview

Today’s healthcare environment calls for a new type of leader. This special seminar-style class examines the competencies and skills needed by healthcare leaders to lead others through the changing environment. In the class, basic leadership principles are described which apply to all industries. Specific study will be placed on which leadership theories and practices offer the best opportunity for success in our health care delivery system. Current literature and best practices are reviewed so that an evidence-based approach is followed. Case studies will be used to give the student a chance to learn about leadership strategies that can be implemented in different healthcare sector settings. The student personal leadership style is also examined through the use of a variety of assessments conducted throughout the course.

## Course Learning Objectives

As a result of participation in HSCI513 students will be able to describe:

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving and role- playing relevant to healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional

journal articles on leadership capabilities.

* Identify and describe personal leadership orientation, styles and strengths.
* Plan and implement a student team based project utilizing leadership skill.
* Network with health care leaders from the community.
* Practice being a leader though competencies being developed in program.
* Utilize on-line capabilities to discuss leadership issues.
* Understand the importance of collaboration as part of the leadership process.

## Student Competencies

**Domain 1: Leadership**

1. Articulate, demonstrate and evaluate professional values and ethics.
2. Identify, demonstrate and evaluate cultural sensitivity and competence.
3. Facilitate and influence the development, implementation and ownership of vision, mission, goals, and strategic objectives and plans.
4. Select and use competitive and collaborative strategies appropriately.
5. Identify, explain and utilize effective motivational strategies to elicit desired behavior and inspire others toward a shared vision.
6. Work effectively with other professionals.
7. Identify, value and use team development methods.
8. Identify effective techniques for working with Boards and governance structures.
9. Selects the organizational structure that is appropriate for system functions.

**Domain 2: Critical Thinking**

1. Able to identify and implement systems and strategic thinking:
	1. Identify the subsystems of the health system broadly defined; their relationships and interactions
	2. Describe the roles, functions and responsibilities of system components
	3. Identify internal/external system structures and social, cultural, economic, financial and political issues/factors
	4. Apply models to develop structures and systems to support team functions
2. Ask the right questions when making decisions.
3. Evaluate issues from different perspective.
4. Have confidence in the ability to make decisions in the presence of uncertainty.
5. Project future scenarios.

**Domain 3: Science/Analysis**

1. Identify and describe the structure and conduct of quantitative analytical methods: economic and financial evaluation, survey research, linear regression analysis, forecasting methods, linear programming, project management and bivariate comparison methods.
2. Examine data both qualitatively and quantitatively to determine patterns and trends.
3. Use and manage relevant computer technology (e.g. application software and database technology).
4. Identify and describe information systems and knowledge management.

**Domain 4: Management**

1. Identify, describe and apply general management concepts regarding the organization of work, economics, finance and decision theory.
2. Identify, describe and apply basic concepts and tools that are integral to strategic thinking, planning and management.
3. Describe and apply the basic principles and tools of effective human resource management, change management and organizational development.
4. Describe and apply the basic principles and tools of continuous quality improvement concepts and skills to improve work processes.
5. Design and implement business plans for health programs and services.
6. Identify, monitor and interpret the impacts of legal, regulatory and political environments on an organization.
7. Describe and apply the basic aspects of management engineering and the redesign of organizations, systems and processes.

**Domain 5: Political and Community Development**

1. Identify the major stakeholders of an organization and their specific interests and historical relationships.
2. Demonstrate “emotional intelligence” or the social and human relationship skills needed to address the diverse needs of the various community stakeholders.

**Domain 6: Communication**

1. Develop, organize, synthesize and articulate ideas and information.
2. Listen, hear and respond effectively to the ideas and thoughts of others.
3. Speak clearly and effectively before individuals and groups, in formal and informal settings.
4. Write clearly and effectively.
5. Identify and use appropriate communication strategies based on audience characteristics and communication goals.

## Required Textbook and Readings

Northouse, Peter G., Leadership Theory and Practice, 6th Edition. Thousand Oaks, CA: Sage Publications, 2013. ISBN#978-1-4522-0340-9.

Studer, Quint, Straight A Leadership; Alignment, Action, Accountability, Fire Starter Publishing, 2009. ISBN#978-0-9840794-1-4.

Recommended: *The Wall Street Journal Online*(WSJ Electronic Resource**)**. Students receive free online access through the Oviatt Library. Students wanting to have a copy delivered to them directly can subscribe at **WSJ.com/studentoffer** for only $1 per week.

## Collaborate Sessions

Synchronous sessions will be held on a weekly basis using Collaborate. The sessions will be held on **Wednesdays, 6:00 – 7:00 pm, Pacific Time**. Although attendance during the sessions is optional, you are highly encouraged to join and participate in order to achieve a richer, more effective and interactive learning experience. A recorded version of the session will be available for those who are unable to attend. Attending the live Collaborate sessions is optional but students are responsible for reviewing the recorded session within the same week in which the session is scheduled and for contributing to the discussion that took place during the session in the associated Collaborate session forum.

### Closed-Captioning

Closed-captioning may be available during the Collaborate sessions depending on the need for such services.

#### Opening the Closed-Captioning Window

To open the Closed-Captioning window, do one of the following:

* Enter Ctrl+F8 (Command F8 on Mac)
* Select Window > Closed Captioning

#### Saving the Closed-Captioning Text

The Closed-Captioning text will be automatically captured as part of the recorded version of the Collaborate session. If, however, you would like to save your own local copy of the closed-captioning text, follow the steps below.

To save closed-captioning text during a live Collaborate session:

1. Click on the drop down menu and select “Save” in the Closed-Captioning window and save it on your computer. **Note:** Each time you close the Closed-Captioning window a new transcript is started so only the captions that were entered since the last time you opened the window will be saved.

To save closed-captioning text from a recorded version of the Collaborate Session,

1. Play the recording.
2. Forward the recording to the end of the session.
3. Click on the drop down menu and select “Save” in the Closed-Captioning window and save it on your computer.

### Collaborate Session Guidelines

When participating in a Collaborate session, please follow these guidelines:

* It is recommended that you review the lecture module, module activities, and readings for the week prior to participating in the weekly Collaborate session.
* In preparation for the Collaborate Session, please arrange to be in a quiet area without loud background noise or interruptions so that you can provide your complete, focused attention during the session.
* As a courtesy, please make an attempt to join the Collaborate session prior to the start time and participate in the entire one-hour session.
* Configure your audio each time you participate in a Collaborate session. (Tools > Audio > Audio Setup Wizard)
* Please use your headset with microphone when participating in the Collaborate sessions.
* If you would like to utilize the Closed-Captioning feature, remember to open the Closed-Captioning window. Refer to the “Opening the Closed-Captioning Window” section of your syllabus.
* Respectful behavior and professional courtesy is a requirement at all times.
* If you have a general question or comment, you have two options:
	+ You may type your question in the text chat area.
	+ You may request to speak into the microphone by “raising your hand”. The instructor will call on you to give you access to the microphone.  Click on the “microphone” button to begin talking.  Remember to click on the “microphone” button again to “give-up” the microphone.
* Attending the live Collaborate sessions is optional but students are responsible for reviewing the recorded session within the same week in which the session is scheduled and for contributing to the discussion that took place during the session in the associated Collaborate session forum.
* Sessions are recorded and will be made available shortly after the conclusion of each

 session.

## Online Discussion Forum Guidelines

Online discussions pose an opportunity for rich and meaningful learning and interaction. You will post your answers to the three discussion postings and your critic feedback on the two postings of your peers. In addition, I will use online discussion forum to help you understand what is expected for the final paper.

In preparing for your discussion forum postings and responses, please keep in mind the following: Demonstrate a thoughtful approach to the content, not just a summary.

1. Cite research, class readings and supporting evidence in your discussion posts and responses to demonstrate your understanding and to share your reasoning with other participants.
2. Incorporate quotes from other participants’ responses as a way of synthesizing and extending the conversation.
3. Relate new content to what you have already learned in the course to date.
4. Relate content to your own personal experiences, professional experiences or current events.
5. Critically analyze the content, be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too.
6. Make your initial posts early in the week giving others time to keep the discussion going.
7. Initial postings and responses need to extend discussions already taking place, or pose new possibilities or opinions not previously stated comments.
8. Demonstrate evidence of graduate-level thinking about the topics and professional interactions with other participants.
9. Demonstrate that you have interesting and provocative things to contribute to the discussion.

## Course Requirements

The points assigned for each course requirement below are subject to adjustment on an individual basis based on exemplary or deficient performance in class.

### 6 Quizzes (15 points each) 45%

**Course Learning Objectives Addressed:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving and role- playing relevant to healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional
* journal articles on leadership capabilities.

**Purpose:** The purpose of quizzes is to help you keep current with the course content and to allow you to assess your knowledge of the important health system components being presented in the course.

**Instructions:** Questions are drawn from the lecture slides, textbook, assigned reading, newspaper and literature references and responses to student questions. Each 15-question quiz is multiple-choice and/or short answers. Each quiz covers the corresponding textbook chapter and lecture slides. The quizzes are available online via Moodle. You are encouraged to use your textbook and notes for the quizzes. However, do not make the mistake of not reading the material prior to the quiz in thinking you will be able to “find” or locate the answers to the quiz questions - as there will not be enough time. You need to read and study the material as you would for a closed book quiz. You will have **30 minutes** to complete the quiz.

**Due Date:** Weekly except for the first and last class session.

### 6 Discussion Postings (5 points each) 15%

**Course Learning Objectives Addressed:**

* Describe the role of the health care leader and how it is different than the health care manager.
* State your conflict resolution assessment results and if your preferred mode is surprising to you. Please give an example of a conflict you resolved to support or dispute the results you obtained.
* Describe which leadership competencies best help one lead under the Patient Protection and Affordable Care Act.

**Purpose:** The purpose of discussion postings is to help you understand leadership in today’s health care industry.

**Instructions:** There will be 6 discussion posting assignments to complete throughout the course. Discussion postings are worth 30 total points (5 points each x 6 = 30 points). Postings will be graded on content, appropriate use of required references (APA 6th Edition or AMA), writing style, evidence of independent thought, grammar sentence structure, and spelling. Postings will be on various leadership topics posted by the instructor.

You will be required to respond to the discussion forum prompts in weeks 2, 4, and 7 (which makes up the 3 out of the 6 total discussion posting assignment). As for the remaining 3 discussion postings, you will have the choice of responding to the discussion forum prompt from any three weeks during the course (i.e., You have the option of responding to a discussion forum prompt in week 1, 3, 5, 6, or 8. You will need to respond to only 3 of those weeks.).

**Grading Criteria:** Your original post must address the discussion prompt completely. Postings must be at least **350 words and 500 words at maximum** and referenced when and where appropriate. Response is required to **one of your peers**. Your peer responses should be substantive – meaning more detailed than “nice job” or “interesting.” Peer responses must be at least 50 words. Your original post and replies must be submitted by the due date.

**Due Date:** Discussion #1 due 2/2; Discussion #2 due 2/16; Discussion #3 due 3/9. The due date for the remaining Discussion #4, 5, and 6 will depend on the week you select.

### Team Presentations (30 points) 15%

**Course Learning Objectives Addressed:**

* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving relevant to healthcare organizations.

**Purpose:** The purpose of team presentations is to have you describe best leadership practice(s) in the health care industry today and to research their usage.

**Instructions:** Chapters from the Straight A Leadership book will be used for **strictly timed** **15 minutes** group presentations done during the Collaborate session in Weeks 4 - 7. Each student will sign up for a team (3 students per team optimally). Each team will be pre-assigned a chapter(s) and will demonstrate its teaching points to the class in some creative, learning-centered way. The team will decide on one team member to be the lead in delivering the presentation. This assignment will have a group grade given and will include content and evaluation of presentation skills. Time will be monitored and considered as part of the evaluation criteria. The goal is to demonstrate practical application of principles discussed in the book. Students are to conduct primary and/or secondary research to assess if the practice(s) described are used in the field today and to get feedback on if successful.

See the Instructions for the Team Presentation in Collaborate on your course site for additional details.

**Grading Criteria:** This assignment is given a team grade (everyone on the team gets the same number of points for this assignment). The content of the presentation as well as the presentation skills will be used to evaluate the grade. Balance of those presenting, creativity and appearance of presentation will also be used to assign the points.

**Due Date:** Sign up for a team by 1/26; Team Presentations will be held during the live Collaborate Sessions on 2/11, 2/18, 2/25 and 3/4.

| **Team** | **Will present on Straight A Leadership Book**  | **During the live Collaborate Session on:** |
| --- | --- | --- |
| A | Chapter 1 | 2/11 - Week 4 |
| B | Chapter 2 | 2/11 - Week 4 |
| C | Chapter 3 | 2/18 - Week 5 |
| D | Chapter 4 | 2/18 - Week 5 |
| E | Chapter 5, 6, 7 and 8 | 2/25 - Week 6 |
| F | Chapter 9, 10, 11, 12 and 13 | 2/25 - Week 6 |
| G | Chapter 14 | 3/4 - Week 7 |
| H | Chapter 15 | 3/4 -- Week 7 |

### Final Paper (30 points) 15%

**Course Learning Objectives Addressed:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Identify and describe personal leadership orientation, styles and strengths.

**Purpose:** Students will work to better understand their own personal leadership orientation, style and strengths as they relate to leadership theories and practices.

**Instructions:** HSCI 513 is a graduate level course. Critical thinking and written communication skills are basic expectations of a graduate course. Written assignments will be evaluated according to evidence of critical thinking, communication skills, writing style, grammar, use of current references (no more than five years old), and the appropriate documentation of references (APA 6th Edition). Note Wikipedia is NEVER an appropriate college-level resource. Students will work to expand their knowledge of current trends in healthcare leadership. Where lectures focus more on leadership theory and practice in health care, the final papers focus on your own personal leadership orientation, style and strengths as they relate to leadership theories and other practices.

For this assignment, select either culture **or** ethics as they relate to leadership in healthcare. Research your topic using industry sources, journals, and websites as references. Points will be awarded for the quality of the research. Write a final paper that discusses the current healthcare leadership practices as they relate to the topics of either culture **or** ethics. All sources must be cited in your paper. Include discussion of your own personal leadership assessment as it compares to the information you researched and from information obtained through your assessments completed as part of this course.

Reference requirements: At least **three peer-reviewed** journal articles. If citing information from a Web site, please include full Web site in reference.

**Final Paper Grading Scheme or Rubric**

If you do not meet the following three requirements, you will be given an ‘F’.

1. The paper should **not** exceed **4 pages**, excluding ‘abstract’ and ‘conclusion’.
2. The paper should have at least three headings—abstract, introduction, conclusion.
3. The paper includes information on either culture **or** ethical considerations for healthcare leaders today as well as your personal assessment of how this information applies to you personally.

The final paper will be graded according to the following grading scheme or rubric:

* An “A” paper (90 and above) is a professional, clearly written, well-constructed paper, free from grammatical errors or typo.
* A “B” (80-90) paper is missing one of the elements above and there are some grammar and/or clarity issues.
* A “C” (70-80) paper had weak writing mechanics and grammar, with little research.
* A “D” (below 70) paper is poorly written with many errors and misspelling, weak paper structure and little content.

**Due Date: 3/13**

### Collaborate Session Participation (20 points) 10%

The purpose of this assignment is for you to be able to discuss course-related topics.

**Instructions:**

In each week during Week 1 through Week 8, you will be required to select **one** of the following options in order to earn participation points:

**Option A:** Attend the synchronous Collaborate session. If you choose this option, you will be required to attend the synchronous Collaborate session and participate in the discussion during the session.

**Option B:** Review the recording of the Collaborate session. If you choose this option, you will be required to post your comment in the appropriate Collaborate Session Forum to contribute to the discussion that took place during the session.

**Due Dates:** See below

|  |  |  |
| --- | --- | --- |
| **Title** | **Option A: Attendance Date** | **Option B: Due Date for Posting in the Forum** |
| Week 1 – Collaborate Session | January 21 | January 24 |
| Week 2 – Collaborate Session | January 28 | January 31 |
| Week 3 – Collaborate Session | February 4 | February 7 |
| Week 4 – Collaborate Session | February 11 | February 14 |
| Week 5 – Collaborate Session | February 18 | February 21 |
| Week 6 – Collaborate Session | February 25 |  February 28 |
| Week 7 – Collaborate Session |  March 4 | March 7 |
| Week 8 – Collaborate Session |  March 11 | March 13 |

##

## Letter Grade Allocation

| **Total Percentage** | **Letter Grade** |
| --- | --- |
| 95 – 100 |  | A |
| 90 – 94 |  | A- |
| 87 – 89 |  | B+ |
| 83 – 86 |  | B |
| 80 – 82 |  | B- |
| 77 – 79 |  | C+ |
| 73 – 76 |  | C |
| 70 – 72 |  | C- |
| 60 – 69 |  | D |

## Grading Criteria

Points will be assigned based on the following criteria. Late submissions **will not** be accepted.

* Reading assigned online lectures and other materials.
* Depth and quality of thinking and reflecting evidenced in class discussions and written work submitted.
* Timely submission of all assignments.
* Cooperative and collaborative effort.
* Professional and respectful behavior and attitude.

## Course Schedule

Each week begins on a Monday and ends on the following Monday at midnight to allow for work to be done on weekends. Readings, activities and the assignments, as well as review of lecture modules and other course materials are expected to be completed within the week allotted. This includes posting your initial comments in response to Discussion Forum prompts as well as responding to other posts.

**Note:** Please review the lecture module, activities, and readings for the week prior to participating in the weekly Collaborate session. For forum response type activities, it is important that you post your initial forum response by Wednesday of the week in which the activity is assigned; then review and comment on your classmates’ postings by the activity due date.

Week 1: January 20 – January 26

**Learning Objectives:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional journal articles on leadership capabilities.
* Identify and describe personal leadership orientation, styles and strengths.
* Utilize on-line capabilities to discuss leadership issues.

**Lecture:**

* Module 1: Introduction to Leadership and Trait Theory

**Required Readings:**

* Northouse Ch. 1, 2

**Suggested Readings For Further Understanding:**

* To be assigned

**Assignments: Due by 1/26**

* Team Presentation: Sign up for a team.

**Discussion Forums: Initial Post due 1/21; Response to Others due 1/26**

* Introduction and EI Assessment (Note: This is one of the options that counts towards the Discussion Posting Assignment.)

Prompt: Complete the Emotional Intelligence (EI) Assessment. Once you have completed the assessment, post an introduction of yourself in this forum which includes information regarding your healthcare background. Write about your EI assessment; what dimension is your strongest, your weakest and if you agree. Read a few other posts and respond to at least one.

**Collaborate Sessions:**

(Topic: Introduction to Leadership and Trait Theory)

* Participate in the Collaborate seminar **on Wednesday, 1/21, 6:00 – 7:00 pm** **Pacific Time**

 **OR**

* Review the Collaborate seminar recording and post your comment in the Collaborate Seminar Forum **by 1/24**.

Week 2: January 26 – February 2

**Learning Objectives:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving and role- playing relevant to healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional journal articles on leadership capabilities.
* Identify and describe personal leadership orientation, styles and strengths.
* Utilize on-line capabilities to discuss leadership issues.

**Lecture:**

* Module 2: Skills and Style Approach to Leadership

**Required Readings:**

* Northouse Ch. 3, 4

**Suggested Readings For Further Understanding:**

* To be assigned

**Assignments: Due by 2/2**

* Quiz 1
* Team Presentation: Begin working with your team on your team presentation.

**Discussion Forums: Initial Post due 1/28; Response to Others due 2/2**

* Discussion #1 – Difference between leadership and management (Required)

Prompt: Describe the role of the health care leader and how it is different than the health care manager. Read a few other posts and respond to at least one.

**Collaborate Sessions:**

(Topic: Leadership vs. Management)

* Participate in the Collaborate seminar **on Wednesday, 1/28, 6:00 – 7:00 pm** **Pacific Time**

**OR**

* Review the Collaborate seminar recording and post your comment in the Collaborate Seminar Forum **by 1/31**.

Week 3: February 2 - 9

**Learning Objectives:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving and role- playing relevant to healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional journal articles on leadership capabilities.
* Identify and describe personal leadership orientation, styles and strengths.
* Utilize on-line capabilities to discuss leadership issues.

**Lecture:**

* Module 3: Situational and Contingency Approach to Leadership

**Required Readings:**

* Northouse Ch. 5, 6

**Suggested Readings For Further Understanding:**

* To be assigned

**Assignments: Due by 2/9**

* Quiz 2
* Team Presentation: Continue working on your team presentation.
* Final Paper: Begin working on your final paper.

**Discussion Forums: Initial Post due 2/4; Response to Others due 2/9**

* Northouse Chapter Assessment (Note: This is one of the options that counts towards the Discussion Posting Assignment.)

Prompt: Post your results of an assessment which you completed from any one of the Northouse chapters. After you post your results, state if you agree with how you were rated on that leadership style giving some support to your application. Read a few other posts and respond to at least one.

**Collaborate Sessions:**

(Topic: Situational and Contingency Approach to Leadership)

* Participate in the Collaborate seminar **on Wednesday, 2/4, 6:00 – 7:00 pm Pacific Time**.

 **OR**

* Review the Collaborate seminar recording and post your comment in the Collaborate Seminar Forum **by 2/7**.

Week 4: February 9 - 16

**Learning Objectives:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving and role- playing relevant to healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional journal articles on leadership capabilities.
* Identify and describe personal leadership orientation, styles and strengths.
* Plan and implement a student team based project utilizing leadership skill.
* Utilize on-line capabilities to discuss leadership issues.
* Understand the importance of collaboration as part of the leadership process.

**Lecture:**

* Module 4: Path-Goal and Leader-Member Exchange Theories of Leadership

**Required Readings:**

* Northouse Ch. 7, 8 and Studer 1, 2

**Suggested Readings For Further Understanding:**

* To be assigned

**Assignments: Due by 2/16**

* Quiz 3
* Team Presentation: If your team hasn’t already presented, continue working on your team presentation.
* Final Paper: Continue working on your final paper.

**Discussion Forums: Initial Post due 2/11; Response to Others due 2/16**

* Discussion #2 – Best Practices in Healthcare Management/Leadership (Required)

Prompt: Complete the Conflict Resolution Assessment. Once you have completed the assessment, state your conflict resolution assessment results and if your preferred mode is surprising to you. Please give an example of a conflict you resolved to support or dispute the results you obtained. Read a few other posts and respond to at least one.

**Collaborate Sessions:**

(Topic: Path-Goal and Leader-Member Exchange Theories of Leadership; Team A and Team B Presentations)

* Participate in the Collaborate seminar **on Wednesday, 2/11, 6:00 – 7:00 pm Pacific Time**.

 **OR**

* Review the Collaborate seminar recording and post your comment in the Collaborate Seminar Forum **by 2/14**.

**Additional Activities:**

* Complete the Course Survey (Middle of Term) **by 2/14**.

Week 5: February 16 - 23

**Learning Objectives:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving and role- playing relevant to healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional journal articles on leadership capabilities.
* Identify and describe personal leadership orientation, styles and strengths.
* Plan and implement a student team based project utilizing leadership skill.
* Utilize on-line capabilities to discuss leadership issues.
* Understand the importance of collaboration as part of the leadership process.

**Lecture:**

* Module 5: Transformational and Servant Leadership

**Required Readings:**

* Northouse Ch. 9, 10 and Studer Ch. 3, 4

**Suggested Readings For Further Understanding:**

* To be assigned

**Assignments: Due by 2/23**

* Quiz 4
* Team Presentation: If your team hasn’t already presented, continue working on your team presentation.
* Final Paper: Continue working on your final paper.

**Discussion Forums: Initial Post due 2/18; Response to Others due 2/23**

* Northouse Chapter Assessment (Note: This is one of the options that counts towards the Discussion Posting Assignment.)

Prompt: Post your results of an assessment which you completed from any one of the Northouse chapters. After you post your results, state if you agree with how you were rated on that leadership style giving some support to your application. Read a few other posts and respond to at least one.

**Collaborate Sessions:**

(Topic: Transformational and Servant Leadership; Team C and Team D Presentations)

* Participate in the Collaborate seminar **on Wednesday, 2/18, 6:00 – 7:00 pm Pacific Time**.

 **OR**

* Review the Collaborate seminar recording and post your comment in the Collaborate Seminar Forum **by 2/21**.

Week 6: February 23 – March 2

**Learning Objectives:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving and role- playing relevant to healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional journal articles on leadership capabilities.
* Identify and describe personal leadership orientation, styles and strengths.
* Plan and implement a student team based project utilizing leadership skill.
* Utilize on-line capabilities to discuss leadership issues.
* Understand the importance of collaboration as part of the leadership process.

**Lecture:**

* Module 6: Authentic and Team Leadership

**Required Readings:**

* Northouse Ch. 11, 12 and Studer Ch. 5 - 13

**Suggested Readings For Further Understanding:**

* To be assigned

**Assignments: Due by 3/2**

* Quiz 5
* Team Presentation: If your team hasn’t already presented, continue working on your team presentation.
* Final Paper: Continue working on your final paper.

**Discussion Forums: Initial Post due 2/25; Response to Others due 3/2**

* Northouse Chapter Assessment (Note: This is one of the options that counts towards the Discussion Posting Assignment.)

Prompt: Post your results of an assessment which you completed from any one of the Northouse chapters. After you post your results, state if you agree with how you were rated on that leadership style giving some support to your application. Read a few other posts and respond to at least one.

**Collaborate Sessions:**

(Topic: Authentic and Team Leadership; Team E and Team F Presentations)

* Participate in the Collaborate seminar **on Wednesday, 2/25, 6:00 -7:00 pm Pacific Time**.

 **OR**

* Review the Collaborate seminar recording and post your comment in the Collaborate Seminar Forum **by 2/28**.

Week 7: March 2 – March 9

**Learning Objectives:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving and role- playing relevant to healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional journal articles on leadership capabilities.
* Identify and describe personal leadership orientation, styles and strengths.
* Plan and implement a student team based project utilizing leadership skill.
* Utilize on-line capabilities to discuss leadership issues.
* Understand the importance of collaboration as part of the leadership process.

**Lecture:**

* Module 7: Psychodynamic Approach and Women and Leadership

**Required Readings:**

* Northouse Ch. 13, 14 and Studer Ch. 14, 15

**Suggested Readings For Further Understanding:**

* To be assigned

**Assignments: Due by 3/9**

* Quiz 6
* Final Paper: Continue working on your final paper.

**Discussion Forums: Initial Post due 3/4; Response to Others due 3/9**

* Discussion #3 – Leadership Competencies and Patient Protection and Affordable Care Act (Required)

Prompt: Describe which leadership competencies best help one lead under the Patient Protection and Affordable Care Act. Read a few other posts and respond to at least one.

**Collaborate Sessions:**

(Topic: Psychodynamic Approach and Women and Leadership; Team G and H Presentations)

* Participate in the Collaborate seminar **on Wednesday, 3/4, 6:00 – 6:50pm Pacific Time**.

 **OR**

* Review the Collaborate seminar recording and post your comment in the Collaborate Seminar Forum **by 3/7**.

Week 8: March 9 – March 13

**Learning Objectives:**

* Identify, describe and discuss the theoretical concepts of leadership in healthcare organizations.
* Analyze and propose solutions for selected organization/management problems and cases in healthcare organizations.
* Describe, apply and critique selected leadership skills through problem solving and role- playing relevant to healthcare organizations.
* Select, analyze, summarize, critique and report on current events and professional journal articles on leadership capabilities.
* Identify and describe personal leadership orientation, styles and strengths.
* Plan and implement a student team based project utilizing leadership skill.
* Network with health care leaders from the community.
* Practice being a leader though competencies being developed in program.
* Utilize on-line capabilities to discuss leadership issues.
* Understand the importance of collaboration as part of the leadership process.

**Lecture:**

* Module 8: Culture and Ethics as Applied to Leadership

**Required Readings:**

* Northouse Ch. 15, 16

**Suggested Readings For Further Understanding:**

* To be assigned

**Assignments: Due by 3/13**

* Final Paper: Submit your final paper.

**Discussion Forums: Initial Post due 3/11; Response to Others due 3/13**

* Northouse Chapter Assessment (Note: This is one of the options that counts towards the Discussion Posting Assignment.)

Prompt: Post your results of an assessment which you completed from any one of the Northouse chapters. After you post your results, state if you agree with how you were rated on that leadership style giving some support to your application. Read a few other posts and respond to at least one.

**Collaborate Sessions:**

(Topic: Culture and Ethics as Applied to Leadership)

* Participate in the Collaborate seminar **on Wednesday, 3/11, 6:00 – 7:00pm Pacific Time**.

 **OR**

* Review the Collaborate seminar recording and post your comment in the Collaborate Seminar Forum **by 3/13**.

**Additional Activities:**

* Complete the Course Survey (End of Term) **by 3/13**.

## A Note About Provisions for Disability

Students who need accommodation due to a disability must register with [CSUN Disability Resources and Educational Services](http://www.csun.edu/dres/index.php). Through a wide array of services, this office assists students to realize their academic and career goals. A team of disability and educational specialists are available to students on a year round basis. In addition, students may receive training on assistive technology and access the help of educational support specialists who function as peer mentors.

Please contact the Tseng College Program Manager if you require assistance in registering with CSUN Disability Resources and Educational Services. Once you have registered with the Center, please inform the instructor as soon as possible so that any necessary accommodations can be completed before the course begins. The Center’s website is: <http://www.csun.edu/dres/index.php>

## A Note About Appropriate Academic Conduct

N.B.: The information regarding appropriate academic scholarship is excerpted from The Roland Tseng College of Extended Learning document entitled, *ACKNOWLDGEMENT OF ACADEMIC AND PROFESSIONAL RESPONSIBILITIES*, which you received at the beginning of the program. Please review it if you have any questions.

**ACADEMIC DISHONESTY**

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title V, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

**A. CHEATING**

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Comments:

1. Faculty members are encouraged to state in advance their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
4. Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

**B. FABRICATION**

Intentional falsification or invention of any information or citation in an academic exercise.

Comments:

1. “Invented’’ information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly “invent’’ data based on that single experiment for several more required analyses.
2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

**C. FACILITATING ACADEMIC DISHONESTY**

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Comments:

1. For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

**D. PLAGIARISM**

Intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise.

Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the APA Style Manual. This publication is available in the Matador Bookstore and is at the reference desk of the Oviatt Library.
2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke’s comment . . .’’ and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
3. Borrowed Facts or Information: Information obtained in one’s reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Materials which contribute only to one’s general understanding of the subject may be acknowledged in the bibliography and need not be immediately footnoted. One footnote is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.