

Austin Peay State University

MHA 5820: Leadership Development IV:
Going beyond the leader in leadership

Fall A 2022: August 22-October 13, 2022

Health and Human Performance, Asynchronous Online, 1 credit hour

Instructor Information:

Dr. Melissa Kates

Email: katesm@apsu.edu

Office phone: 931-221-7188

Office hours and location: M: 10:00-11:00 a.m. and TR: noon – 1:00 p.m.

<https://apsu.zoom.us/j/9312217188>

Course Details: Asynchronous via D2L

Course Description

This is the fourth leadership development course and builds upon the previous three. LD I & II were focused on the development and qualities of the leader, as an individual. LD III began to expand the focus beyond the individual to look at informal leadership and collective leadership. LD IV will continue to expand the perspective of the leader beyond individual characteristics and investigate what it means to lead interprofessional teams. Particular attention will be paid to the relationship between public health and health care.

Prerequisites and/or Co-requisites

LD I & II

Course Learning Objectives

After completing this course, the students will be able to:

1. Relate public health to health care and the role of the healthcare manager.
2. Define relational leadership.
3. Identify key traits and behaviors that lead to effective interprofessional healthcare teams.
4. Identify key leadership roles in public health and interprofessional health care teams.
5. Apply relational leadership principles to healthcare.

6. Re-assess personal leadership principles and traits.
7. Revisit and revise personal leadership development plan.

Course Competencies

- Written communication skills assessed via interprofessional article reviews (level 2)
- Oral communication skills assessed via competency consultation (level 2).
- Critical thinking skills assessed via opinion paper (level 2).
- Problem solving skills assessed via case study analysis (level 2).
- Leadership skills and behaviors assessed via discussion board posts and responses (level 2).
- Professional development assessed via progressive leadership development plan (level 2).

Level 1 refers to beginning/emerging skills.

Level 2 refers to intermediate developed skills.

Course Requirements

Required Materials

Articles and materials will be provided

Students should make sure they have access to The Leadership Challenge book that was used in MHA 5020.

Recommended Materials:

Weiss, D., Tilin, F.J., and Morgan, M.J. The interprofessional health care team: Leadership and development. 2nd Edition. Jones and Bartlett Learning.

Technology Requirements

Please see the [Technology for Digital Learning](#) webpage for more information.

Technology Skills Required for Course

Students need to be able to access D2L, email, and web-based leadership assessment tool.

Participation, Assessments & Grading

Class Participation

Students are expected to engage with each other and course instructor via D2L where appropriate. Students should check course announcements frequently and students must actively participate in threaded discussion events.

Class Commitment

Students should expect to engage with the asynchronous course work 4-5 hours per week: 1 credit course over 8 weeks = 2 hours/week “instruction” + additional 2-3 hours/week on assignments

Class Schedule and Assignments

MHA 5820 is organized in Modules. Modules are worth varying points depending upon the work load and time allotted. Most modules will include either an article review/summary, a case study or other associated assignment. All modules will include a discussion board post and response. All modules are due on Sundays by 11:59 p.m. via D2L. Assignments not associated with a module will have varying due dates – most will still be on Sundays with the exception of the final “Commentary Paper” assignment which will be due on the last Wednesday of the course (10/12). Note: some modules allow for more time between due dates – please pay attention to the due dates.

Assignments not associated with a module are:

Opinion/Commentary paper: 50 points **Due 10/12 (note this is a Wednesday)**

Competencies consultation: 15 points **Scheduled between 9/29-10/7.**

Modules:

Module One: Health care through the lens and lessons of public health

- A brief introduction to public health models
- Intersection of public health and health care and healthcare administration
- Population health approach to health care

Due September 4 by 11:59 p.m. (2 week module)

Module Two: Relational Leadership

- What is it and why is it important- or is it?
- Compare/contrast: classic leadership (leader centric), collective leadership, and relational leadership.

Due September 11 by 11:59 p.m. (1 week module)

Module Three: Interprofessional health care teams:

- Defining the role of the administrator on a care team
- Establishing effective teams
- Patient care and interprofessional health care team approach – investigating the evidence
- Where does leadership “fit” in an interprofessional health care team?

Due September 25 by 11:59 p.m. (2 week module)

Module Four: Your future role as a leader & the leadership challenge

- Revisiting the LPI – one year later
- Reviewing and revising your personal leadership development plan

Due October 9 by 11:59 p.m. (2 week module)

Grading Procedures

This is a Leadership Development course. Assessments are related to your individual reflection, progression and application of key concepts. Alignment of assessments with competencies is provided above.

Late and Missing Work Policy

Life happens and sometimes it happens in such a way that the quality of work would be significantly impacted. Therefore I offer one “life happens card” to all students; no questions asked. If you need to use your life happens card, simply email me at least by the due date and you will have up to one week to submit your work with no penalty. Note: you should still work to maintain your other assignments, this is good for one assignment only.

Grading Scale

- 180-200 Points = 90-100% - A
- 160-179 Points = 80-89% - B
- 140-159 Points = 70-79% - C
- 120 -139 Points = 60-69% - D
- 119 points and under = 59% and under – F

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To calculate your percentage/letter grade during the course, divide the total number points you have earned by the total number of points possible and multiple by 100. This will give you the percentage associated with the letter grades.

Module description	Points Possible
Module One: Due: 9/4/2022 <ul style="list-style-type: none"> • “In your words” essay: prompts will be provided: 20 points • Population health annotated bibliography (7 sources):20 points • Discussion board post and response:10 points 	50 points
Module Two: Due 9/11/2022 <ul style="list-style-type: none"> • Pick two: compare contrast leadership approaches: 15 points • Discussion board post and response: 10 points 	25 points
Module Three: Due 9/25/2022 <ul style="list-style-type: none"> • Article review/summary interprofessional health care teams: 10 points • Case study: 15 points • Discussion board post and response 10 points 	35 points
Module Four: Due 10/9/2022 <ul style="list-style-type: none"> • Leadership Challenge reflection – 1 year later: 20 points • Leadership Development Plan – review and revise: 10 points • Discussion board post and response 10 points 	40 points
Opinion/Commentary paper	50 points
Competencies consultation	10 points P/F
Total Points Possible	210 points*
Total Points	200 points

*you will have a 10 point buffer (meaning you will get credit for each assignment you do, but I will divide by 200 points instead of 210).

Description of Assignments: (additional details will be provided via D2L)

“In your words” assignment: You will be prompted to offer your thoughts on a particular topic related to public health, health care, population health or other topics. This is an opportunity for you to begin formulating what you think about something – based on facts as you know & understand them.

Population Health Annotated Bibliography: You will be provided articles to review – 3 of the articles provided may be included in your AB, 2 articles you must find on your own. Typical APA and AB formats should be adhered to.

Compare/Contrast: pick 2: You will have the opportunity to pick 2 leadership theories, approaches, styles to compare and contrast; keeping in mind the arena of healthcare administration.

Article Summary: You will be provided several articles related to interprofessional health care teams and you can choose one to provide a summary and review.

Case Study: You will be presented with a case study and asked to respond to related questions.

Leadership Challenge Reflection: One year ago you started on this journey and were introduced to the 5 leadership practices from The Leadership Challenge. You will be asked to revisit and reacquaint yourself with those practices and reflect where you think you are now. You will need access to your LPI results and The Leadership Challenge book.

Leadership Development Plan (LDP) – review and revise: You will be asked to revisit the LDP you established in MHA 5020.

Competencies consultation: This MHA is a competency based program. Each course has associated competencies. Students will schedule a 10 minute consult via D2L discussion board with Dr. Kates to review progress of the competencies associated with the Leadership Development courses you have taken to date. The consult meeting will occur via zoom between September 29-October 7, 2022.

Opinion/Commentary paper: You should be approaching the point where you are able to provide your own, independent, but supported, opinion or commentary on a particular topic. You will be provided a menu of possible topics, you can choose a topic provided, or, use them as examples of a possible topic for a “mock” commentary article for a journal/publication. Examples of commentary/opinion articles will be provided.

Instructor Grading and Feedback Response Time

The instructor will provide grades and feedback within 3 to 5* days depending upon the depth and nature of each assignment. *I will make every attempt to

have at least the first module assessed with enough time for you to make adjustments in time for you to submit the 2nd module.

Course Expectations and Policies

Students are expected to:

- Be prepared for active participation by keeping up with the homework, activities, and reading assignments.
- Read all of the required posted online materials, including all discussion forum posts for the required forums.
- Complete the assignments by the posted due dates.
- Promptly communicate technical and other course issues or problems to the instructor.
- Adhere to all of the guidelines regarding academic honesty which can be found among other institutional policies in the [APSU Student Handbook](#).

The instructor can be expected to:

- Reply to student emails within 24 hours Monday through Friday (AP Mail only – D2L email response will be longer). Response times may vary during weekends and holidays.
- Give timely and appropriate feedback on all assignments and assessments. In this course, feedback will be provided within 3-5 days of assignment/assessment submission.
- Post regular announcements at the beginning of each module to update the class on progress and upcoming assignments/assessments.
- Set the tone of the course.

Communication Policy

Regular announcements will be made through D2L on the “Announcements” page. The preferred email communication method is via AP Mail. If you email me only through D2L I cannot guarantee as timely a response. Please be sure to check your APSU email at least 3-4 times/week. If you have problems with accessing your APSU email account or D2L, contact GovsTech at 931-221-4357 or email

govstech@apsu.edu. The best way to contact me directly is via email at katesm@apsu.edu. If needed, Zoom video conferences, phone calls, or office visits can be scheduled via email.

Students with Disabilities

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me and Disability Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, sdrc@apsu.edu, so that reasonable accommodations may be arranged. For more information, please visit the [APSU Disability Services](#) website.

Academic Honesty and Integrity

“Austin Peay State University strives to promote values and attitudes that are reflective of solid academic character and integrity.” All students are expected to complete their own work and conduct research and author assignments independently of others (unless specifically authorized to work together by your respective faculty).

Academic integrity is the cornerstone of your educational experience. “When students participate in behavior that is considered academic misconduct, the scholarly value of their education is diminished.”

Academic misconduct is defined as the following:

Plagiarism. The adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution.

Cheating. Using or attempting to use unauthorized materials, information or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

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

Facilitation or Collusion. Assisting or attempting to assist another to violate a provision of the institution's student code of conduct regarding academic misconduct.

Students should be aware that a violation of the University's Academic Misconduct Policy can result in disciplinary action which could include failure for an assignment, failure for an entire course, probation, suspension or expulsion from the University. If students are not certain whether a practice would be considered academic misconduct they should always consult with their instructor.

Technical Support

APSU Information Technology

For Austin Peay email and OneStop login issues contact (931) 221-HELP (4357) or govstech@apsu.edu. Go to [GovsTech](#) for more information.

Distance Education Support

For technical issues within your online/hybrid course, contact (931) 221-6625 or online@apsu.edu. Go to [Distance Education's](#) website for more information.

Publisher Supplied Content

Place contact information including phone number and email addresses for external publishers (Pearson, McGrawHill Connect etc.) or other 3rd party (LiveText, iHuman, etc.) technical support here.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made during the term of the course, the instructor will immediately notify students of such changes both by email communication and posting both notification and nature of change(s) on the course announcements page in D2L.

Other notes: The instructor will offer various zoom sessions over these 8 weeks to allow for more interaction between cohort members and the faculty member. These offerings will be based upon interest from cohort members. Any student can request an individual zoom.