

INDIVIDUAL SYLLABUS COVER SHEET – TO BE COMPLETED FOR EACH COURSE

1. Course # & Course title: MHA 5820: Leadership Development IV: Interprofessional Leadership Principles			
2. Taught in Self-Study Year By: Melissa Kates			
3. Normally offered: X_ Fall ___ Winter ___ Spring ___ Summer			
4. Requirement status: X_ Required since (date): 2022 ___ Elective?			
5. Prerequisites: co-requisite: 5020, 5220, 5420			
6. Position in typical course sequence [e.g., 2nd semester]: second semester			
7. Enrollment for 3 most recent offerings (indicate number of students and year):			
<i>Year</i>	<i>#Program Students</i>	<i># Non-Program Students</i>	<i>Total</i>
2022	15	0	15
8. (CHECKLIST) SYLLABUS CONTAINS:			
X	Behavioral objectives	X	Course Requirements
X	Competencies	X	Performance Expectations
X	Session by Session Topics with Reading Assignments	X	Course Description

9. Learning objective links to competencies

<i>Course Objective</i>	<i>Program Competency</i>
Define relational leadership and apply relational leadership approaches to healthcare and interprofessional teams.	Written communication skills assessed via interprofessional article reviews and critical thinking skills assessed via opinion paper.
Relate public health to health care and the role of the healthcare manager.	Problem solving skills assessed via case studies featuring interprofessional teams, particularly public health and healthcare organizations
Identify key traits and behaviors that lead to effective interprofessional healthcare teams.	Leadership skills assessed via discussion board posts and reflection assignments
Identify key leadership roles in public health and interprofessional health care teams.	Leadership skills assessed via discussion boards and reflection assignments
Review and revise personal leadership philosophy statement.	Progression in personal leadership development assessed via revised personal leadership philosophy statement.

10. Teaching and Learning methods used (see Criterion III.B.1)

<i>Teaching / Learning Methods</i>	<i>% of Time</i>
Higher Level (e.g. In class presentations, Cases, Team Activities, Simulations, External Field Experiences, Strategic/Consulting Projects, Reflective Learning) : Cases, reflections, application assignments	70
Lower Level (e.g. Readings, Lectures, Guest Speakers, Online/Class Discussions, Web Modules) online/class discussions, readings	30

11. Assessment methods used (see Criterion III.C.1)

<i>Assessment Methods</i>	<i>% of Grade</i>
Higher Level (e.g. <i>Observation checklists; Case/Project review and feedback; Team effectiveness assessment; Journals; Experiential report/Portfolios; Reflective Modeling; Class participation; Strategic/Consulting Projects</i>) Class project review and feedback, class participation, reflective modeling, strategic planning for leadership development	70
Lower Level (e.g. <i>Pre/Post Knowledge/Skills Testing; Exams; Papers/ Reports</i>) Papers and reports	30