PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS  

MANAGEMENT & LEADERSHIP FOR HEALTH CARE SUPERVISORS  
HLTH 2010

Class Hours: 3.0  
Credit Hours: 3.0  
Laboratory Hours: .0  
Revised: Fall 2015

Catalog Course Description:

Introduction to management functions and leadership principles as they apply to health care organizations. Topics include principles of strategic planning processes, financial management, organizational theory, supervisory roles, management styles, employee performance problems, intervention strategies, and behavioral aspects of management across a variety of health care settings. Projects focus on the development of management and leadership knowledge and skills to prepare practitioners to assume professional responsibilities in health care management and administration fields.

Entry Level Standards:

The entry-level student is expected to have familiarity with computers. The student must have writing, verbal and English language skills at the college-entry level.

Prerequisites:

HLTH 1010

Textbook(s) and Other Course Materials:

Required Textbook:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Nature and Importance of Leadership</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Traits, Motives, and Characteristics of Leaders</td>
<td>Chapter 2</td>
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<tr>
<td>3</td>
<td>Charismatic and Transformational Leaders</td>
<td>Chapter 3</td>
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<tr>
<td>4</td>
<td>Leadership Behaviors, Attitudes, and Styles</td>
<td>Chapter 4</td>
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<tr>
<td>5</td>
<td>Contingency and Situational Leadership</td>
<td>Chapter 5</td>
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<tr>
<td>6</td>
<td>Leadership Ethics, and Social Responsibility</td>
<td>Chapter 6</td>
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<tr>
<td>7</td>
<td>Power, Politics, and Leadership</td>
<td>Chapter 7</td>
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</tbody>
</table>
II. Course Goals*:

The course will

A. Allow students to develop an understanding of the fundamental role and scope of health care leadership and supervision. II, V

B. Introduce students to the management/leadership vocabulary. III

C. Enhance students’ understanding of the manager’s responsibility for planning and goal setting utilizing the leadership and motivation functions of team leaders and supervisors. II, III, V, VIII, X

D. Enhance students’ abilities in developing and maintaining strong relationships through effective communication skills. I, II, V, VI, VIII, X

E. Foster the ability of students to understand team leadership and the supervisory skills of coaching, evaluating, and delegating. V, VIII, IX, X

F. Guide students to understand the change agent function of team leadership and supervision. IV

G. Introduce students to the basic elements of internal and external change in health care settings. IV, VIII

*Roman numerals after course objectives reference goals of the Allied Health Sciences program.

III. Expected Student Learning Outcomes*:

Students will be able to:

1. Apply organizational theory to health care management. A,B

2. Define the supervisor role and how it is executed in health care organizations. A, E, F

3. Recognize the managerial functions and challenges posed by changes in the external environment and within health care organizations. C,F,G

5. Develop skills in team building and the management of groups. A,B,C
6. Synthesize information about strategic planning in health service organizations and the relationships of planning to innovation and change. C
7. Frame the context for understanding the concept of motivation, including who, what, and why about employee motivation. C,D,E
8. Analyze the dynamics of situations and apply effective leadership styles to motivate individuals, enhance organizational performance, and achieve stated goals. A,C,E
9. Describe strategic planning, the utilization of a situational assessment or SWOT analysis, and the strategic planning process. D
10. Discuss the importance of quality to a healthcare system and the leading models of quality improvement. A,F
11. Describe the importance, purpose, and major objectives of financial management in healthcare organizations. A,B,C
12. Discuss the primary reimbursement methods from government-sponsored programs, including Medicare and Medicaid. A,F,G
13. Integrate the predominate approaches to strategic management of human resources to improve organizational performance using employee performance evaluation models. A,C,E

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures: 100%
   Weekly Discussion Board and participation: 75%
   Group Presentation: 25%. Group presentations will be done on Week 15 of class.

   All assignments are due by Sunday at 11:59pm EST in the DropBox in the week assigned unless otherwise noted. Late assignments will not be accepted and a grade of “0” will be given for late assignments.

DISCUSSION BOARDS:

1. Students communicate with the professor and classmates using threaded discussion questions in D2L. This is where your responses to Discussion Boards (DB) are posted and experience/knowledge is shared in completing the exercises and applying content of the course.

2. Participation in discussions is required in each of the 14 weeks of DB and will determine your grade. You should read all the discussions and advance the discussion based on posts from other students and professor.

3. During discussions, you must demonstrate not only that you understand the subject matter but that you can apply what you have learned, analyze, and evaluate critically. Thus your postings must be appropriate, timely, and add value. Saying “I agree” or “I disagree” are not considered valuable responses.

4. Discussion Boards (DB) provide a forum to seek clarification and answer important
questions about course material. A DB grade will be posted for each of the 6 weeks based on the following criteria:

1. Post a minimum of 3 posts per DB. One initial response and 2 replies to your classmates, or instructor.
2. Posting on a minimum of 3 different days. Postings should advance the discussion.
3. The first assignment response of 250-350 words must be posted by Wednesday after the DB opens on Monday morning.
4. Appropriate citations for referenced material must be used.

**Rubric for DB:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation 20%</strong></td>
<td>No participation</td>
<td>Participates 1-2 times on the same day</td>
<td>Participates 2-3 times but postings not distributed over 3 days during week</td>
<td>Participates 3 times on different days during week</td>
<td>Points</td>
</tr>
<tr>
<td><strong>Initial assignment posting 15%</strong></td>
<td>Posts no assignment</td>
<td>Posts adequate assignment but words less than 250. Reflects superficial thought and preparation; does not address all aspects of the topic</td>
<td>Posts well developed assignment that addresses all aspects of the topic but lacks full development of concepts</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task</td>
<td>Points</td>
</tr>
<tr>
<td><strong>Follow up postings 15%</strong></td>
<td>Posts no follow up posts</td>
<td>Posts are shallow contribution to the discussion (ie agrees, disagrees). Does not enrich the discussion</td>
<td>Elaborates on an existing post with further comment or observation</td>
<td>Demonstrates analysis of other posts; extends meaningful discussion by building on prior posts</td>
<td>Points</td>
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<tr>
<td><strong>Content contribution 40%</strong></td>
<td>Posts information that is off topic, incorrect, or irrelevant to discussion</td>
<td>Repeats but does not add substantive information to the discussion</td>
<td>Posts information that is factually correct; lacks full development of concept or thought</td>
<td>Posts factually correct, reflective, and substantive contribution; advances discussion</td>
<td>Points</td>
</tr>
<tr>
<td><strong>References and support 5%</strong></td>
<td>Includes no references or supporting experience or evidence</td>
<td>Uses personal experience, but no references to readings or research</td>
<td>Incorporates some references from literature and personal</td>
<td>Uses reference to literature, readings, or personal experience to</td>
<td>Points</td>
</tr>
<tr>
<td>Clarity and mechanics 5%</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate</td>
<td>Communicates in a friendly, courteous manner with some errors in clarity or mechanics</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors</td>
<td>Points</td>
</tr>
</tbody>
</table>

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

92-100 – A  
89-91 – B+  
84-88 – B  
81-83 – C+  
78-80 – C  
70-77 - D

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.
B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at http://www.pstcc.edu/sswd/.

D. Other Policies:

Computer Usage Guidelines:
College-owned or -operated computing resources are provided for use students of Pellissippi State Community College. All students are responsible for the use of Pellissippi State's computing resources in an effective, efficient, ethical and lawful manner.