College of Clinical and Rehabilitative Health Sciences
Department of Allied Health Sciences

ALHE 4070
Leadership in Allied Health
Fall 2021

Course Syllabus

My Learner-Centered Philosophy of Teaching

My philosophy of teaching is best described as a philosophy of learning. I believe that each student /learner is a unique individual who deserves a positive psychological environment in which to grow and mature emotionally, intellectually, and socially. I also believe that providing a positive and active learning environment promotes learning at the highest levels. There are three elements I believe to be conducive to establishing such an environment: teacher as facilitator, the student's life experiences, and respect for the uniqueness of each student.

I consider this course to be an equal collaboration between you and me. As such, it is my responsibility to be an effective instructor; this means that it is my job to monitor your learning and adjust my teaching strategies in response to the pace and depth of your understanding. As with all successful collaborations, my involvement is only half of the equation; for this to be a valuable educational experience, you must be an effective, engaged student. What you will gain from this course depends upon your investment in learning.

Learning relies upon the interaction between the student, the teacher, and the course material. Our collective investment in this interaction drives your mastery of course material. As we progress through this course, I will utilize a range of instructional strategies to target the abilities and preexisting knowledge that each of you brings to the classroom. I will strive to create interactions that foster interest and understanding for each of you. In exchange, I expect you to invest full effort in all learning activities, engage in the course material and apply yourself to a deeper understanding of course material.

Online Course Information

This course is entirely web-based, online through the campus learning management system, Desire to Learn (D2L). There are no scheduled face-to-face meeting or synchronous delivery of course materials. Course materials for each week are available on Mondays at 8:00 AM and all assignments are due by Fridays at 11:30 PM. Assignments, other than Discussion Boards, are submitted via the Dropbox location for the course. All assignments will be in current Word format.

Course Information

Course Description and Purpose

This course provides a historical perspective of leadership theory. Various models will be discussedto allow the students to develop their personal leadership style. An analysis of trends in motivational studies, conflict resolution, and organizational change will be conducted. Professional specific knowledge will be reviewed to assure students transition into the healthcare system. Basic issues concerning human resource management will be included. The course will also include discussion of the role that communication plays in leadership. Prerequisite ALHE 4060.

This course is intended for those seeking a Bachelor of Science degree in Allied Health (AlliedHealth Leadership, Cardiopulmonary Science, Radiography, or Nutrition). It is meant to help prepare the Allied Health student to enter their prospective fields, cultivate professional development, and set the foundation to potentially serve in a leadership role as a health care provider. This course is characterized as *oral intensive*.

ALHE leadership program goals

- To prepare allied health practitioners for administrative and managerial roles
- To prepare allied health practitioners to apply critical thinking skills to professionalpractice

ALHE leadership program objectives

- Identify critical issues related to human resources and services
- Describe how to supervise a culturally diverse workforce
- Communicate effectively orally and/or in writing

Relationship of course to college and program philosophy and goals

This course integrates philosophical and practical issues regarding leadership into the course of study with expectations of improving the student's understanding and utilization of the fundamental skills of communication, dialogue, and leading. Students are expected to apply basictenets of leadership in reading and interpreting the textbooks as well as in the oral and written assignments. These endeavors will foster ingenuity in regional practitioners and improve multi- disciplinary approaches to departmental leadership and health promotion.

Course Objectives

At the end of the course, the student should be able to:

- Assess the leadership of persons in leadership positions using the concepts of leadershipstyles, traits, and qualities
- Evaluate group interaction and conflict using concepts of leadership theory
- Incorporate concepts of leadership practice and theory into discussions regarding healthcare practice
- Develop a leadership self-assessment using the results of multiple leadership assessmentinstruments

Major Topics

- Leadership defined, leadership traits, leadership styles
- Leadership tasks and relationships
- Leadership skills
- Creating, articulating, and implementing a vision
- Setting the tone for a group
- Out-group members, conflict, leadership obstacles
- Ethics in leadership

Textbooks and Readings

- **Required:**

  Northouse, Peter. (2021). *Introduction to leadership: Concepts and practice, 5th Ed.* Thousand Oaks: Sage Publications, Inc. ISBN: 978-1-5443-5159-9
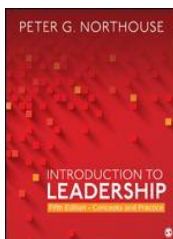
- **Recommended:**

  American Psychological Association (2020). *APA Publications Manual* (7th Edition).ISBN: 978-1-4338-3216-1 (paperback)

Technical Resources

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Course Policies and Expectations
Classroom and Communication Policies

Email Communication
It is critical that you check your Momentum (D2L) e-mail account for important communications about the course throughout the semester. Communication in on-line classes is best accomplished by e-mail. My email address: lamanma@roanestate.edu.

When you send email, use your Momentum (D2L) email account **only** and provide your first and last names so I will know which student you are!

Cell Phone Communication
I provide my cell phone number so that you may contact me and receive a response immediately. When you send me a text message, provide your first and last names so I will know which student you are!

Attendance and Participation
Although class attendance is not mandatory, students are strongly encouraged to complete assignments and examinations by the published due dates. If a class is missed, the student is responsible for the material covered, assignments made, and must abide by the original due dates unless an extension is approved by the instructor. Attendance and participation are measured by participation on Discussion Boards.

Email:
- Always include a subject line.
- Always include a proper greeting and use proper grammar when composing an email.
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Respect the privacy of other class members.

Discussion Boards:
- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the "Reply" button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
- Read the comments of other group members thoroughly before submitting your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in all group discussions.
- Respond in a thoughtful and timely manner.

Online Course Ground Rules
As adult students:
- We expect you to share your experiences and knowledge with your peers in course discussions.
- We expect active participation and commitment to your learning experience.
- We expect you to communicate professionally with your professor about your progress in this course.
- We expect you to apply ethical principles regarding all assignments and tests.
- We know you expect prompt and qualitative feedback that will foster learning.
- We know you expect to apply what you are learning in your personal and professional lives.

Assignments and Submission Guidelines

In this course, students will be developing and applying skills, knowledge, abilities, and values normally associated with a healthcare leader. Essentially, the assignments listed below represent the building blocks for that role.

Discussion Boards --
Your involvement in class discussions is essential to a successful collective experience. All students must actively participate in the online class discussions. There will be fifteen (15) sets of discussion board topics based on chapter topics. The assignment grade is based on the substantive content as well as grammar and writing proficiency. Each discussion board is worth 20 points for a total of 300 points (27% of grade).

What is Leadership? Paper--
Students will prepare and submit a brief paper describing what leadership is to them. Include a discussion on these questions: What are the qualities and characteristics of a leader? How does a leader behave? What motivates a leader?
Papers should be 2-3 pages in length, not counting a cover page (No reference!!); 12 font; and double-spaced. Assignment will be worth 50 points (4% of grade).

Leadership Self-Assessment--
Students will complete the Leadership Questionnaire at the end of each chapter and prepare a report that includes a summary of numerical results and comprehensive interpretation of results including a discussion of how the results may be used. The interpretation should include responses to these questions: What was your **reaction** to your scores? What did you think when you saw your scores and why? Did you agree with them? Why or why not? Assignment will be worth 25 points each for a total of 350 points (32% of grade).

Case Studies--
Students will complete five (5) Case Studies by providing a comprehensive summary of the case and responses to case study questions. Papers should be 2-3 pages in length, not counting a cover page and reference page; 12 font; and double-spaced. APA style is required to cite references if needed. Students will use the provided Case Study template for this assignment. Assignment will be worth 50 points each for a total of 250 points (23% of grade).

Healthcare- related leadership paper—
Students will select a topic that addresses an aspect of leadership in allied health and submit the topic for approval by the 5th week of the semester. Students will use the provided template to submit the topic for approval. Papers should be 6-8 pages in length, not counting a cover page and reference page; 12 font; and double-spaced. A minimum of 4 scholarly references in addition to the textbook (if used) using APA style is required. Assignment will be worth 150 points (14% of grade).

Testing Policy
N/A

Late and Missing Submission Policy
Assignments are due on the designated date. Late assignments will only be accepted one (1) calendar day after the published due date and will be worth 80% of the original points. Assignments will not be accepted two (2) calendar days or more after the due date unless approved by the faculty member. Failure to complete assignments within the designated/approved due date will result in a zero for that assignment.

Grading Policy
Grading Procedure: Each student is expected to complete all assigned course work. Each assignment, test, or discussion will be graded on a point system. A grade of "I" (incomplete) will be assigned only under extreme circumstances and if the instructor believes the student could receive a passing grade upon completion of work. Total points earned will determine the final grade for the course.

The total possible points on any assignment will be determined by the length and difficulty of the assignment. The total possible points to determine the assignment grade will divide the total points earned on each assignment. All assignments and assessments are designed to evaluate the student's knowledge of the course learning outcomes.

All work will be graded not only on content but also on correct sentence structure, grammar, spelling, and punctuation. Any unacceptable written assignment (below 70%) will be returned to the student for necessary corrections within the specified period before any grade is recorded on the assignment. The assignment may be corrected and resubmitted as a re-write. The grades for the two assignments will be averaged to obtain the final grade to be recorded. Only one re-write is allowed per assignment.

Grading Scale:
The total possible points to determine the student's final average will divide the total points earned on all assignments. The following grading scale will be used:

A	95% - 100%	(1045-1100 points)
A---	92%- 94%	(1012-1044 points)
B+	89%- 91%	(979-1011 points)
B	86% - 88%	(946-978 points)
B---	83%- 85%	(913-945 points)

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C+      80% - 82%    (880-912 points)
C       77% - 79%    (847-879 points)
C---    74% - 76%    (814- 846 points)
D+      71% - 73%    (781-813 points)
D       68% - 70%    (748-780 points)
F       Below 68%    (<748 points)
W       Official withdrawal on or before mid-term
I       Incomplete grades are assigned only in case of extreme
        circumstance.
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Course Schedule

The weekly schedule below describes the learning activities that will help you achieve the course outcomes listed above and the assignments that will be used to measure your mastery of the outcomes. Each week is divided into sections consisting of topics, course objectives in focus, activities, and assignments. For selected assignments, you will find a rubric that will be used to evaluate your performance.

WEEK 1

Topic:
- Understanding Leadership

Course objectives in focus:
- Summarize the seven concepts that are essential to leadership.
- Discuss the findings of the Global Leadership and Organizational Behavior Effectiveness study.
- Identify examples of destructive leadership.

Supporting topics:
- Leadership
- Evolution of leadership
- Global leadership attributes
- The dark side of leadership

Activities:
- Read Chapter 1 (Northouse)
- Watch PowerPoints for Chapter 1
- Complete Conceptualizing Leadership Questionnaire
- Faculty and course introduction
- Review course philosophy, expectations, assignments, late assignment policy, grading, academic integrity, and attendance policy
- Student introductions
- Orientation to web-based class

Assignments:
- **Attend Zoom orientation, August 23.**
- **Complete Discussion Board, Introduction, Week of August 23.**
- **Discussion Board #1 for chapter topics, Week of August 23.**
- **Conceptualizing Leadership Questionnaire due by August 29.**

WEEK 2

Topic:
- Recognizing Your Traits

Course objective in focus:
- Explain the six key traits for successful leaders.
- Compare the leadership of renowned global figures.

Supporting topics:
- Leadership traits
- Leadership traits in practice

Activities:
- Review Week 1
- Read Chapter 2 (Northouse)
- Watch PowerPoints for Chapter 2
- Complete Leadership Traits Questionnaire

Assignments:
- **Discussion Board #2 for chapter topics, Week of August 30.**
- **What is Leadership? paper due by September 5.**
- **Leadership Traits Questionnaire due by September 5.**

WEEK 3

Topic:
- Understanding Leadership Styles.

Course objectives in focus:
- Analyze the implications of Douglas MacGregor's two general theories.
- Compare and contrast authoritarian, democratic, and laissez-faire leadership styles.
- Assess leadership styles in different contexts.

Supporting topics:
- Leadership philosophy-MacGregor
- Leadership styles
- Leadership styles in practice

Activities:
- Review Week 2
- Read Chapter 3 (Northouse)
- Watch PowerPoints for Chapter 3
- Complete Leadership Styles Questionnaire
- Read the article, where do I fit in? Articulating a Personal Philosophy, in the Weekly Content.

Assignment:
- **Discussion Board #3 for chapter topics, Week of September 6.**
- **Case Study #1, Several Different Styles, due by September 12.**
- **Leadership Styles Questionnaire due by September 12.**

WEEK 4
Topic:
- Attending To Tasks and Relationships

Course objectives in focus:
- Compare task and relationship-oriented styles.
- Discuss the importance of both task and relationship-oriented behaviors for effective leadership.

Supporting topics:
- Tasks and relationship styles
- Task leadership
- Relationship leadership

Activities:
- Review Week 3
- Read Chapter 4 (Northouse)
- Watch PowerPoints for Chapter 4
- Complete Task and Relationship Questionnaire

Assignment:
- **Discussion Board #4 for chapter topics, Week of September 13.**
- **Assignment #3, Clinical Course Lesson Plan paper due by September 19.**
- **Task and Relationship Questionnaire due by September 19.**
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WEEK 5
Topic:
- Developing Leadership Skills

Course objectives in focus:
- Explain the role of developing administrative skills for being an effective leader.
- Describe the connection between strong interpersonal skills and good leadership.
- Apply conceptual leadership skills when met with challenges.

Supporting topics:
- Administrative skills
- Interpersonal skills
- Conceptual skills.

Activities:
- Review Week 4
- Read Chapter 5 (Northouse)
- Watch PowerPoints for Chapter 5
- Complete Leadership Skills Questionnaire
- Prepare and submit Allied Health Leadership research topic

Assignment:
- **Discussion Board #5 for chapter topics, Week of September 20.**
- **Case Study #2, Give Me Shelter, due by September 26.**
- **Leadership Skills Questionnaire due by September 26.**
- **Allied Health Leadership research topic due by September 26.**

WEEK 6
Topic:
- Engaging Strengths

Course objectives in focus:
- Assess the potential role of strengths in an individual's development as a leader.
- Engage your strengths and the strengths of others to build a more effective team or organization.

Supporting topics:
- Strength-based leadership
- Discovering and developing leadership strengths

Activities:
- Review Week 5
- Read Chapter 6 (Northouse)
- Watch PowerPoints for Chapter 6
- Complete Leadership Strengths Questionnaire

Assignment:
- **Discussion Board #6 for chapter topics, Week of September 27**
- **Leadership Strengths Questionnaire due by October 3.**

WEEK 7
Topic:
- Creating a Vision

Course objectives in focus:
- Identify the five characteristics of a vision.
- Assess the leadership skills required to translate a vision into reality.

Supporting topics:
- Vision
- Articulating and implementing a vision

Activities:
- Review Week 6
- Read Chapter 7 (Northouse)
- Watch PowerPoints for Chapter 7
- Complete Leadership Vision Questionnaire

Assignment:
- **Discussion Board #7 for chapter topics, Week of October 4.**
- **Leadership Vision Questionnaire due by October 10.**

<u>**WEEK 8**</u>
Topic:
- Establishing a Constructive Climate

Course objectives in focus:
- Define climate in the context of a team or organization.
- Learning Objective 8.2: Assess the four factors a leader should consider when establishing a constructive climate.

Supporting topics:
- Philosophies and purposes of evaluation
- The evaluation processes.

Activities:
- Review Week 7
- Read Chapter 8 (Northouse)
- Watch PowerPoints for Chapter 8
- Complete Organizational Climate Questionnaire
- Read the article, Evaluation of learning, in the Weekly Content.

Assignment:
- **Discussion Board #8 for chapter topics, Week of October 11.**
- **Case Study #3, A Tale of Two Classes, due by October 17.**
- **Organizational Climate Questionnaire due by October 17.**

<u>**WEEK 9**</u>
Topic:
- Embracing Diversity and Inclusion

Course objectives in focus:
- Compare the complex processes of diversity and inclusion.
- Evaluate Brewer's assertion that inclusion requires both assimilation and differentiation.
- Summarize the six key components of the experience of inclusion.

Supporting topics:
- Diversity and inclusion
- Inclusion framework
- Models of inclusion practices
- Barriers to embracing diversity and inclusion

Activities:
- Review Week 8
- Read Chapter 9 (Northouse)
- Watch PowerPoints for Chapter 9

- Complete Cultural Diversity Awareness Questionnaire

Assignment:
- **Discussion Board #9 for chapter topics, Week of October 18.**
- **Cultural Diversity Awareness Questionnaire due by October 24**

WEEK 10
Topic:
- Listening to Out-Group Members

Course objectives in focus:
- Describe the challenges and opportunities of working with out-groups within a team or organization.
- Apply strategies for working positively with members of out-groups.

Supporting topics:
- How out-groups form
- Impact of out-groups
- Strategies for working with out-groups

Activities:
- Review Week 9
- Read Chapter 10 (Northouse)
- Watch PowerPoints for Chapter 10
- Complete Building Community Questionnaire

Assignment:
- **Discussion Board #10 for chapter topics, Week of October 25**
- **Building Community Questionnaire due by October 31**

WEEK 11
Topis:
- Managing Conflict

Course objectives in focus:
- Discuss the ways that conflict can be managed to produce positive change.
- Contrast different approaches for resolving conflict.

Supporting topics:
- Communication and conflict
- Conflict on the content level
- Fisher and Ury approach to conflict management
- Communication strategies for conflict resolution
- Kilmann and Thomas styles of approaching conflict

Activities:
- Review Weeks 10
- Read Chapter 11 (Northouse)

- Watch PowerPoints for Chapter 11
- Complete Conflict Style Questionnaire

Assignment:
- **Discussion Board #11 for chapter topics, Week of November 1**
- **Case Study #4, Office Space, due by November 7.**
- **Conflict Style Questionnaire due by November 7.**

WEEK 12
Topic:
- Addressing Ethics in Leadership

Course objectives in focus:
- Define ethical leadership.
- Analyze the defining factors of ethical leadership.
- Recognize the challenges of universally defining ethical behavior.

Supporting topics:
- Leadership ethics
- Character of a leader
- Actions of a leader
- Goals of a leader
- Culture and leadership ethics

Activities:
- Review Week 11
- Read Chapter 12 (Northouse)
- Watch PowerPoints for Chapter 12
- Complete Ethical Leadership Style Questionnaire

Assignment:
- **Discussion Board #12 for chapter topics, Week of November 8.**
- **Ethical Leadership Style Questionnaire due by November 14.**

WEEK 13
Topics:
- Overcoming Obstacles

Course objectives in focus:
- Describe approaches to guiding students through ethical dilemmas in the clinical setting.
- Explain the critical ethical issues that are related to the instructional role of clinical faculty.
- Describe the issues related to Due Process for students in clinical learning environments.

Supporting topics:
- Leadership obstacles
- Unclear goals
- Unclear directions
- Low motivation

- Simple and Complex tasks
- Low involvement
- Lack of challenge

Activities:
- Review Week 12
- Read Chapter 13 (Northouse)
- Watch PowerPoints for Chapter 13
- Complete Path-Goal Style Questionnaire

Assignment:
- **Discussion Board #13 for chapter topics, Week of November 15.**
- **Case Study #5, Student Maid, due by November 21.**
- **Path-Goal Style Questionnaire due by November 21.**

THANKSGIVING HOLIDAY! (NOVEMBER 24-26)

WEEK 14
Topics:
- Exploring Destructive Leadership

Course objectives in focus:
- Describe three defining components of destructive leadership.
- Analyze methods for addressing toxic leadership through the perspectives of leaders, followers, and context.

Supporting topics:
- Toxic triangle
- Confronting destructive leadership in practice

Activities:
- Review Weeks 13
- Read Chapter 14 (Northouse)
- Watch PowerPoints for Chapter 14
- Complete Abusive Leadership Questionnaire

Assignment:
- **Discussion Board #14 for chapter topics, Week of November 29**.
- **Abusive Leadership Questionnaire due by December 5.**

WEEK 15

Activities:
- No reading assignments
- Prepare and submit course evaluation.

Assignment:
- **Discussion Board #15, Week of December 6**

- **Allied Health-related research paper due by December 9.**
- **Course evaluation is due by December 9.**

Student Services and Technical Resources
Student Services
The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities
It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information](#).

Technical Resources
Help Desk
The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the Help Desk website, call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help
Many answers to D2L related questions could be found on the D2L Help Student Home. If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software
Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the Office 365 page of the ITS Help Desk website.

Turnitin Plagiarism Detection
Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some, or all written assignments, to help students, learn to cite sources accurately and to ensure academic integrity. Learn more on the Turnitin home page.

ETSU Technical Resources
Many other technical resources may be found on the [Online Help webpage](#).

University Information
Syllabus Attachment
The [ETSU syllabus attachment](#) includes important material such as permits and overrides,

advisement, hours, dates and other ETSU information.

ETSU Catalogs
[Current Undergraduate Catalog](#)
[Current Graduate Catalog](#)

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