

Fall 2016

# PHLD 9131 - Leadership Foundations and Strategies for Health Organizations

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

PHLD 9131: Leadership Foundations and Strategies for Health  
Organizations  
Fall 2016  
HYBRID COURSE

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<b><u>Office Hours:</u></b>	Tuesdays & Thursdays: 8am - 11:45 am other times by appointment or by email.
<b><u>Class Meets:</u></b>	As a Hybrid Course, we will meet weekly online (asynchronously) & in class face-to-face 4 Times during the semester from 9:00 am to 12:00 pm/noon on the following dates: August 26, September 23, October 21, & November 18.

Course Catalog available at:  
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites:** Admission to the Dr. PH Leadership Program

**Folio Address:** The URL will be available one week prior to the course start date.

**Catalog Description:** This course examines the dynamic nature of leadership in the healthcare and public health context. This course uses foundational leadership concepts to develop leadership applications and processes, such as leadership assessment (individual and team), communication improvement, strategic planning, decision making alignment, employee enhancement and knowledge management for use in

creating and maintaining an organizational culture that can thrive within its external environment while improving organizational efficiency, effectiveness and efficacy within moral parameters.

**Required Textbook:** Ledlow, Gerald R. & Coppola, M. Nicholas (2014). Leadership for Health Professionals: Theory, Skills and Applications, 2d edition, Jones and Bartlett Publishers, Inc: Sudbury, Massachusetts. **ISBN-13:** 9781284026887  
<http://www.jblearning.com/catalog/9781284026887/>

Check the course material on the web course for additional material, assignments and supplements.

**Secondary Text:** Articles, Manuals, Assessments and other supplements on FOLIO

**Student Learning Outcomes:**

Student Learning Outcomes in the JPHCOPH are organized into two areas. The first area is associated with being trained as a public health professional. The second area is unique to the Public Health Leadership (PHL) concentration.

**DrPH Core Student Learning Outcomes (SLOs)**

At the end of the DrPH program, students will be able to:

1. Demonstrate their readiness to work with communities to address public health problems.
2. Select and apply theoretically based interventions to address public health problems.
3. Apply appropriate research methods to address community health problems, particularly among rural and underserved populations.

**DrPH Public Health Leadership Concentration Student Learning Outcomes (SLOs)** At the end of the DrPH program, students will be able to:

1. Interpret and formulate a "systems thinking" approach to solving public health problems associated with organizations.
2. Appropriately utilize leadership skills to plan, design, implement, and assess public health intervention programs.
3. Critique and respond to the many internal and external conditions that can influence resource allocation on communities.
4. Formulate and conduct relevant policy-based research using appropriate research designs and analytic techniques.
5. Communicate public health leadership principles and concepts to lay and professional audiences through both oral and written communication.

**Program Goals:** *At the completion of the Dr.P.H. program all Public Health Leadership students will be able to:*

1. Analyze the main components and issues of the organization, financing and delivery of public health systems in the United States.

2. Analyze the legal, values and ethical dilemmas in Public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
3. Evaluate the methods for ensuring community health safety and preparedness.
4. Analyze the policy development, assessment, and evaluation process for improving the health status of populations.
5. Evaluate the principles of program development and evaluation as it relates to public health initiatives.
6. Analyze budget preparation with justification and evaluation as related to public health initiatives.
7. Analyze the process for strategic planning and marketing for public health.
8. Analyze quality, cost benefit and performance improvement concepts to address organizational performance issues in public health.
9. Apply how "systems thinking" can contribute to solving public health organizational problems.
10. Analyze health policy and management effectiveness using appropriate channels and technologies (i.e.GIS) in public health.
11. Analyze leadership skills for building partnerships in public health.
12. Analyze the trends in resources allocation, and financing and evaluate their effects on consumers, providers, and payers in public health.
13. Evaluate the economic, social and legislative changes impact on public health systems in the US.
14. Apply population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
15. Evaluate the potential impacts of legal and regulatory laws and regulations on the conduct of public health research and practice.
16. Apply information from various sources to resource and program decision making.
17. Analyze the principles of health equity to public health leadership.
18. Compare the impacts of rural verses urban on the health of communities.
19. Apply qualitative and quantitative research methods for public health problem solving.
20. Demonstrate the ability to manage programs within budget constraints.
21. Evaluate grants proposals or cooperative agreements for funding from external sources.
22. Apply prevention effectiveness models to prevention strategies through cost-effectiveness, cost-benefit, and cost-utility analysis.
23. Apply ethical decision-making and conduct in all aspects of public health practice.
24. Advocate for programs and resources that advance the health of the population.
25. Develop a plan to implement a policy or program, including goals, outcomes and process objectives, staffing plan, budget and implementation steps.

**Course Objectives:** At the completion of this course the student will be able to (linked to program goals shown in previous section):

1. Discuss and explain the foundations of leadership from Ten (10) or more theorists. (goals 9, 11, 12, 23)
2. Discuss and explain how leaders use organizational culture and leadership tools to create a successful environment for their organizations (goals 7, 8, 9 , 11, 12)

3. Discuss leadership and managerial perspectives and theories of administration within organizational structures and apply appropriate styles to various situations understanding that people are led and resources are managed (goals 7, 8, 11, 12, 15, 20, 23).
4. Describe how individuals are motivated to perform effectively and develop motivational plans with which to lead people (goals 11, 17, 24, 25).
5. Describe the importance, sources, and uses of power and politics (goals 13, 11).
6. Discuss the process of leadership as it applies to organizational performance and organizational culture within the context of culture development and leadership tool application (goals 7, 8, 9, 11, 12, 15, 20).
7. Describe the elements, sequence and information requirements of strategic planning as a process of effective leadership (goals 7, 9).
8. Be able to conduct a self-assessment of leadership while explaining strengths and weaknesses of individuals and leadership teams (goals 7, 8, 9, 11, 12, 15, 20).
9. Through synthesis and evaluation, develop a leadership application model to use personally and for external presentation and application (goals 7, 8, 9, 11, 12, 15, 20).
10. Evaluate, compare and contrast and defend a leadership model. (goals 23, 25).

**Overview of the Content to be Covered During the Semester:**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment</b>	
1	15 <sup>th</sup> -19 <sup>st</sup> August	Introduction & Leadership Foundations	AS A HYBRID COURSE CHECK THE COURSE WEBSITE REGULARLY FOR ASSIGNMENTS, ASSESSMENTS AND OTHER MATERIAL!  Chapter 1 and Assigned Weekly articles	Module 1 in Web Course.
2	22 <sup>nd</sup> – 26 <sup>th</sup> August	Leadership Foundations: Self - Assessment and Anatomy of Theory	Chapters 2 & 3, Assigned Weekly articles and Bradshaw Case 2	Module 2 in Web Course
3	29 <sup>th</sup> August – 2 <sup>nd</sup> September	Chronology of Leadership Study and Practice	Chapter 4 and Assigned Weekly articles	Module 3 in Web Course
4	5 <sup>th</sup> -9 <sup>th</sup> September	Leadership Competence I	Chapter 5, Assigned Weekly articles and Smith Case 2	Module 4 in Web Course
5	12 <sup>th</sup> -16 <sup>th</sup> September	Leadership Competence II	Chapter 6 and Assigned Weekly articles	Module 5 in Web Course <b>Self-Assessment Paper Due by September 16<sup>th</sup></b>
6	19 <sup>th</sup> – 23 <sup>rd</sup>	Leadership Models,	Chapters 7 & 8 and	Module 6 in Web

	September	Assessment and Research	Assigned Weekly articles and Sack Case 1	Course
7	26 <sup>th</sup> – 30 <sup>th</sup> September	Leadership : Review First Half of Text	Chapters 1 – 8 review and study and Assigned Weekly articles	Module 7
8	3 <sup>rd</sup> – 7 <sup>th</sup> October	CHAPTERS 1 – 8 IN-CLASS MID-TERM EXAMINATION	Mid-Term Exam	<b>Module 8: Mid-Term Exam in Class</b> at second class meeting face-to-face on Sept 23 <sup>th</sup> , 2016
9	10 <sup>th</sup> – 14 <sup>th</sup> October	Leadership Practice in Health Organizations	Chapter 9 and Assigned articles	Module 9
10	17 <sup>th</sup> – 21 <sup>st</sup> October	Ethics in Health Leadership	Chapter 10 and Assigned Weekly articles	Module 10 <b>Draft of Group Paper Due October 21<sup>st</sup></b>
11	24 <sup>th</sup> – 28 <sup>th</sup> October	Measuring the Outcomes of Leadership Initiatives	Chapter 11, Assigned articles and Smith Case 1	Module 11
12	31 <sup>st</sup> October – 4 <sup>th</sup> November	Executive Roles of Health Leadership	Chapter 12 and Assigned articles	Module 12
13	7 <sup>th</sup> – 11 <sup>th</sup> November	Challenges for the Next Decade and Critical Factor for Success of the Industry	Chapters 13 & 14 and Assigned articles	Module 13
14	14 <sup>th</sup> – 18 <sup>th</sup> November	Leading Nonperforming Employees	Chapter 15 and Assigned articles	Module 14 and Present Group Paper in Class (10 – 12 minutes) on November 18 <sup>th</sup>
<b>21<sup>st</sup> – 25<sup>th</sup> November</b>		<b>Thanksgiving Break</b>		
15	28 <sup>th</sup> November – 2 <sup>nd</sup> December	Mentorship and Succession Planning	Chapters 16 and Assigned articles	<b>Module 15 Group Paper due this week by December 2<sup>nd</sup>.</b>
16	5 <sup>th</sup> – 9 <sup>th</sup> December	Final Exam	Preparation for Final Exam, Final Exam in Class	<b>Module 16: Final Exam</b>

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio or publications. You have the right to review anything selected for use, and subsequently ask for its removal.

**Instructional Methods:** As a hybrid course much of the material for the course is located and will be taught and evaluated via online asynchronous methods from the web course platform. Four in class (face-to-face) meetings will be a combination of lecture, class discussion, computer demonstration, group work and individual evaluation. Written assignments, presentation material, digital tools and aids, a mid – term exam and a final examination constitute the basis of evaluation.

**Exam Schedule:** Mid-Term Examination: Approximately Week 8 of Course  
Final Examination: Final week of course.

**Grading:** Weighting of assignments for purposes of grading will be as follows:

Mid-Term Exam.....	30 points
Final Exam.....	30 points
Quizzes.....	10 points
Self-Assessment Analyses.....	10 points
Group Final Paper & Presentation.....	20 points
Total Possible Points	<hr/> 100 points

The following point scale will be utilized in grading:

90-to-99 points (90% +)	A
80-to-89 points (80%-89.99%)	B
70-to-79 points (70%-79.99%)	C
00-to-69 points (69.99%-)	F

A cumulative total of 69.99 points or less will be considered as failing. For calculation of your final grade, all grades above will be included. Your grades ***will not*** be posted. All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc...). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

**NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!**

### **Index of Assignments and Evaluations to Course Learning Objectives**

	<u>Course Learning Objectives</u>
Exams .....	1, 2, 3, 4, 5, 6, 7, & 10
Class Discussions.....	1, 3, 6, 9, & 10
Self – Assessment Analyses.....	1, 3, 8 & 9
Group Paper & Presentation.....	1, 3, 8, 9, & 10

### **Assignments/Deliverables/Examinations**

The instructor will explain assignments/deliverables/examinations in class. The following is a summary of the assignments/deliverables/examinations:

**Mid-Term Examination:** This exam is written and could include the following evaluation formats: multiple choice, true or false, matching, fill in the blank, short answer, and/or short essay. This exam is based on Chapters 1, 2, 3, 4, 5, 6, 7, & 8 of the Textbook, any supplemental documents, in class lectures and readings. This exam will be administered during the first 100 to 120 minutes of class.

**Final Examination:** This exam will be 120-150 minutes in length and could include the following evaluation formats: multiple choice, true or false, matching, fill in the blank, short answer, and/or short essay. This exam is based on Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, & 16 of the Textbook, any supplemental documents, in class lectures and readings. The written exam will be administered during final exam week.

**Self-Assessment Analyses and Summary:** One (1) self-assessment analysis and summary is required in the course. Each analysis and summary should highlight the:

1. main **findings and scores** of the assessment(s),
2. opinion on the scores and interpretation
3. the major points and tenets of your dominate style, domain or personality,
4. how the dominate style will serve you in your career pursuits and
5. how you can develop other styles

The assessment should be three (3) pages minimum and not more than five (5) pages in length.

**Group Paper and Presentation:** A paper of at least 6 pages, single spaced, is required in this course. Each group will identify one issue facing healthcare organizations, contextualize it (2pages), discuss its impact on healthcare organizations and their community (2pages) and the role of healthcare leaders. Students will also present their ideas in class. The **presentation will be approximately 30 minutes in length** on the last in class face to face class meeting. The **presentation should show the main principles of the paper in 15 to 20 slides**. The instructor will assign groups at the beginning of the class

### **Class Meeting Agendas**

During the face – to – face class meetings, we will do the following (ensure you review so you are prepared):

August 26, 2016: Introductions and Review of Chapters 1 – 8 in Primary Textbook

September 23, 2016: Mid-Term Exam

October 21, 2016: Review of Chapters 9 – 16 in Primary Textbook

November 18, 2016: **Group Presentation of Leadership Paper (Prepare 15 – 20 PowerPoint slides to present your paper in a 30-minute presentation in class)** and;

December 1 – 9, 2016 Final Exam

**Academic Integrity:** Students are expected to follow guidelines outlined in the *Student Conduct Code 2007-08* policy regarding academic dishonesty. Any student found in violation of academic honesty will receive a grade of ‘F’ for the course. It is the student’s responsibility to familiarize him/her self with the student policies and expectations set forth in the *GSU Student Conduct Code 2007-08* of the *Student Handbook* (<http://students.georgiasouthern.edu/sta/guide/08GuideWeb.pdf>). You are expected to follow guidelines set forth in the entire handbook.

### **Academic Misconduct:**

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.

D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website ( <http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

## **PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES**

### First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
  - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
  - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
  - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the students discipline record.

### First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

### Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

## **NOT RESPONSIBLE FINDING**

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Deans level will ensure that the students work is evaluated in an appropriate manner.

**Attendance Policy & Class Participation:** Due to the nature and structure of this course, class attendance is required both weekly for online/web course elements and in class face-to-face elements. You are responsible for any material covered or distributed online, including any announcements, so please check the course website regularly. Federal regulations require attendance be verified prior to distribution of financial aid allotments. Student-teacher and student-student interaction in the course is important, so questions will be asked throughout discussions.

**Class Etiquette:** This is a graduate level course, and student behavior is expected to be in keeping with that expected of graduate students and professionals. Students are expected to show courtesy and respect for classmates and faculty. Use proper ‘Web’ etiquette within the web course and when in class, please turn off all cell phones and pagers and other electronic devices.

**Plagiarism:** Plagiarism is defined as, “*appropriating and putting forth as one’s own the ideas, language, or designs of another*” (The Living Webster, 1975), and it is strictly forbidden. Written and oral presentations must be a student’s own work. Students plagiarizing or cheating in any form will face disciplinary action which could result in failure of this course, or suspension or expulsion from the University. Copying from written materials, presentations, websites, online documents, etc. without source acknowledgement and reference is plagiarism. *Read it, appreciate it, learn from it, and make sure you source it – and then reflect it with your own thoughts and words!* If you are uncertain about what constitutes plagiarism, please contact the Instructor.

**Academic Handbook:** Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

## **University Calendar for the Semester:**

The University Calendar is located with the semester schedule, and can be found at:  
<http://www.collegesource.org/displayinfo/catalink.asp>.

**Attendance Policy:**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period.

**One Final Note:**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

**ALL COURSE INFORMATION AND MATERIAL REMAIN THE PROPERTY OF THIS COURSE AND CANNOT BE UTILISED IN ANY FORM WITHOUT THE EXPRESS WRITTEN PERMISSON OF THE COURSE INSTRUCTOR.**