

Spring 2018

HSPM 7230 - Health Leadership and Strategic Planning

Charles Owens

Georgia Southern University, cowens@georgiasouthern.edu

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

HSPM 7230: Spring 2018

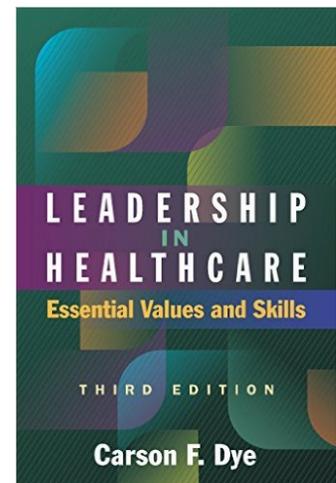
Instructor: Charles Owens
Office: Hendricks Hall Room 2023
Phone: (229) 322-8290
E-Mail Address: cowens@georgiasouthern.edu
Office Hours: Tuesday: 3PM – 5PM
Please schedule your appointment by phone (229-322-8290 or email) to ensure availability of your preference

Class Meets: Tuesdays: 6:30PM to 9:15PM
in Information Technology Building, Room 1206

Prerequisites: Admission to the MPH Program

Catalog Description: This course deals with the application of leadership theory and strategic management and planning principles to a variety of "real world" management issues in health service organizations.

Required Textbook: Dye, Carson F (2017). Leadership in Healthcare: Essential Values and Skills, 3rd edition, Health Administration Press, Chicago. ISBN-9781567938463



Program Competencies: At the completion of the M.P.H. degree program all students will be able to:

1. Define the main components and issues of the organization, financing and delivery of public health systems in the US.
2. Describe 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. Apply the methods of ensuring community health safety and preparedness.
4. Apply the policy development, assessment, and evaluation process for improving the health status of populations.
5. Describe the principles of program development, management, budget preparation with justification and evaluation as related to public health initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality, cost benefit and performance improvement concepts to address organizational performance issues in Public Health.
8. Define how "systems thinking" can help solve organizational public health problems.
9. Demonstrate health policy and management effectiveness using appropriate channels and technologies (i.e., GIS) in public health.
10. Demonstrate leadership skills for building partnerships in public health.
11. Define trends in planning, resources allocation, and financing and their effects on consumers, providers, and payers in public health.
12. Compare the economic, professional, social and legislative influences on public health systems in the US.
13. Define population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
14. Compare the potential impacts of legal and regulatory laws and regulations on the conduct of public health research and practice.

Course Objectives: At the completion of this course the student will be able to (linked to program competencies listed above):

1. Describe the major influences affecting health care organizations as open systems (1, 7, 8, 9, &10).
2. Discuss leadership and managerial perspectives and theories of administration within organizational structures and apply appropriate styles to various situations (3, 10, & 11).
3. Understand and describe roles, and effective skills, knowledge and abilities of the health care leader and manager in
 - Executive leadership
 - Organizational management
 - Strategic management
 - Business enterprises and
 - Clinical and business service components (1, 3, 4, & 10).
4. Describe how individuals are motivated to perform effectively and develop motivational plans with which to lead people (3, 4, & 11).
5. Assess conflict and negotiation situations and apply situational leadership and management to the conflict and negotiation episode (3 & 7).
6. Provide a framework for jobs and organizational work groups (1 & 4).

7. Describe relationships among work design, motivation, and information flow (1, 4, 5 & 11)
8. Describe the importance, sources, and uses of power and politics (3 & 10).
9. Understand strategies and tactics for increasing power (3 & 10).
10. Understand conditions that contribute to power abuse and their consequences (6 & 7).
11. Discuss how decisions are made about designing organizational structures (1 & 6).
12. Describe various inter-organizational relationships such as
 - Non-coercive and
 - Strategic relationships (3 & 10).
13. Describe innovation and change as complex and nonlinear sequences of events (10 & 11).
14. Assess organizational performance (2, 4, 5, 6, & 11).
15. Compare and contrast approaches to quality assurance and quality improvement (11).
16. Describe strategies to achieve an effective health care organization (1 & 6).
17. Develop a framework to analyze strategy (1) and
18. Describe major advantages that form the basis for competitive strategies (1 & 9).

Overview of the Content to be Covered During the Semester:

Week	Topic	Readings	Assignment
Jan 9	Introduction		
Jan 16	Leadership Imperative	Chapter 1	
	Leadership Theories and Concepts	Chapter 2	
Jan 23	Popular Leadership Literature	Chapter 3	
	Value Based Definition	Chapter 4	
Jan 30	Senior Leader Challenge	Chapter 5	
	Respect as foundation of leadership	Chapter 6	
Feb 6	Ethics and Integrity	Chapter 7	Short Theory Paper Due
	Interpersonal Connection	Chapter 8	
Feb 13	Servant Leadership	Chapter 9	
	Desire to Make a Change	Chapter 10	
Feb 20	Commitment	Chapter 11	
	Emotional Intelligence	Chapter 12	
Feb 27	MID-TERM EXAMINATION		
Mar 6	Cooperation and Sharing	Chapter 13	Self-Assessment Paper Due
	Cohesiveness and Collaboration	Chapter 14	
Mar 13	No Class - SPRING BREAK		
Mar 20	Trust	Chapter 15	
	Conflict Management	Chapter 16	
Mar 27	Assessing Team Values	Chapter 17	
	Evaluating Team Effectiveness	Chapter 18	
Apr 3	Self-Evaluation at All Career Stages	Chapter 19	
Apr 10	Maximizing Values-Based Leader Effectiveness	Chapter 20	Group Work Due
Apr 17	The Need for Leaders	Chapter 21	
Apr 24	Does Leadership Matter?	Chapter 22	
May 1	FINAL EXAM		

Samples of your work may be reproduced for research 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: Class meetings will be a combination of lecture, class discussion, computer demonstration, and group work. Written assignments, presentation material, digital tools and aids, a mid-term exam and a final examination constitute the basis of student evaluation.

Exam Schedule: Mid-Term Examination: Week 8 of Course
Final Examination: Last week (Final Exam Week) of course.

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

Mid-Term Exam	25%
Final Exam	35%
Short Theory Paper.....	10%
Self-Assessment Paper.....	10%
Group Work.....	20%

NOTE: You do not have to turn in the end of chapter exercises but it is highly encouraged that you complete the exercises on your own.

The following point scale will be utilized in grading:

90-to-99%	A
80-to-89%	B
70-to-79%	C
0-to-69 points	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. 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!

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 course material up to week 8 of the course. This exam will be administered during the 8th week of the course.

Final Examination: This exam will comprise all material in the course. The final exam 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 all material in the course.** The final exam will be administered during exam week of the semester.

Short Theory Paper: This paper should highlight the main points and tenets of a theory or model. The paper must be 3 pages double spaced at a minimum. An example will be provided for this assignment (see web course for example). The student must relate the context and content of the theory or model to organizational theory, behavior, development, planning, management or leadership. **See class schedule for due date.**

Self-Assessment Analyses and Summary: One (1) self-assessment analysis and summary is required in the course. The assessment must use at least one other assessment. Each analysis and summary should highlight the:

- 1) main findings of the assessment(s),
 - 2) the major points and tenets of your dominate style or domain,
 - 3) how the dominate style will serve you in your career pursuits and
 - 4) how you can develop other styles; and
 - 5) the student must relate content of the theory or model used for self- assessment to organizational theory, behavior, development, management, planning or leadership.
- The assessment should be two (2) pages minimum and not more than four (4) pages in length. **See class schedule for due date.**

Group Work: 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. **See class schedule for due date.**

Academic Misconduct: As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal (and no other) use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

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.

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.

Two Final Notes:

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.

Lastly, my goal is to facilitate your critical thinking concerning organizational theory, behavior, development and management/leadership in this course; please come prepared for class so you can get the most from this experience.