

# SYLLABUS

## HLTH 4310 P01 Healthcare Administration and Leadership Spring 2024

**Instructor:** Dr. Aunamesha Henley, MPH, MBA  
**Section # and CRN:** HLTH 4310 P01; 25060  
**Office Location:** Leroy G. Moore Jr Gym #103  
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**Email Address:** athenley@pvamu.edu  
**Office Hours:** Mondays and Tuesdays 8:00 am -11:00 am via Zoom or by appointment only  
**Mode of Instruction:** Face – to- Face (On Campus)

**Course Location:** Wilhelmina F. Delco Building (DELCO) Room 328  
**Class Days & Times:** Mondays, Wednesdays, and Fridays (MWF) from 2:00 pm – 2:50 pm

**Catalog Description:** In-depth study of a narrow range of topics considered to be of immediate concern to the health care industry. Special emphasis on problems unique to managers in the field of health administration. Current trends and problems in health administration affecting health administration technical and professional personnel. Designed to place emphasis in selected areas of administration and management.

**Prerequisites:** N/A  
**Co-requisites:** N/A

**Required Texts:** Dye, C. F (2017). Leadership in Healthcare (Essential Values and Skills) 3<sup>rd</sup> Edition ISBN:9781567938463

**Recommended Texts:** TBD

### Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Outcome Alignment	SHAPE America
1	Apply theories of effective leadership and management within selected health care arenas.	Program SLO: 1	SR CT	
2	Collaborate with interdisciplinary health care team members in prioritizing and coordinating quality/cost effective healthcare	Program SLO: 1	SR CT TW	
3	Utilize skills of inquiry and research as a means to enhance knowledge base, facilitate change, and improve quality of care	Program SLO: 1,3	COM EQS	
4	Utilize technology and skills of inquiry and research as a means to enhance knowledge base, advocate for change and improve overall quality of care	Program SLO: 4, 3	COM TW	
5	Make intelligent decisions about a variety of how various Healthcare Organizations are managed.	Program SLO: 1	PR CT	

<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
<b>HLTH Student Learning Outcomes (SLOs)</b>	<p>(1) graduate can communicate effectively in written, oral and verbal forms of expression.</p> <p>(2) Graduates can plan and implement effective health education programs.</p> <p>(3) Graduates can evaluate health programs and coordinate health program services.</p> <p>(4) Graduates can evaluate the scientific literature in the discipline, understanding and synthesizing relevant information.</p> <p>(5) Graduates can demonstrate the ability of technologies to support inquiry and professional practice.</p>
<b>SHAPE America</b>	
<b>THECB/PVAMU Core Curriculum</b>	<p>Critical thinking (CT) skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>Empirical and Quantitative skills (EQS) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>Communication skills (COM) – to include effective written, oral, and visual communication</p> <p>Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p> <p>Social Responsibility (SR) – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p> <p>Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making</p>

## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Class participation	1 assignments @ 5 pts	<b>5 points</b>
2) Discussions	2 discussions @ 5 pts each	<b>10 points</b>
3) Culture and Health Campaign Presentation/Paper	1 assignment @ 30 pts each	<b>30 points</b>
4) Quizzes/Exams	2 Quizzes @ 10 pts each	<b>20 points</b>
2 Exams @ 15 pts each	2 Exams Midterm 15 points @ Final @ 20 Points	<b>35 points</b>

**Total: 100 points**

### Grading Criteria and Conversion:

A = 90 - 100  
 B = 80 - 89  
 C = 70 - 79  
 D = 60 - 69  
 F = 59 and below

### Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
<b>Class participation/ assignments (5% of grade)</b>	<p>Assignments will be distributed throughout the semester and will be due according to the due dates noted in the assignments.</p> <p>Please refer to the course assignment in eCourses for additional instructions/information.  <b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>
<b>Discussions One (5% of grade)</b>	<p>Your initial discussion thread is due on Day 1 (Monday) and you have until Day 5 (Thursday) to respond to your classmates. Your grade will reflect both the quality of your initial post and the depth of your responses. Refer to the Discussion Forum Grading Rubric under the Settings icon above for guidance on how your discussion will be evaluated.</p> <p>Effective leadership is essential in healthcare organizations as in other organizations. It is necessary for driving innovation, effective patient care, patient safety, improving working within clinical teams, sorting out issues within emergency context and other aspects necessary for effective and efficient running of healthcare organizations.</p> <p><b>To successfully complete this discussion, in a minimum of 300 to 350 words, discuss the following questions. (Respond to at least two classmates. A substantive post should identify, explore, and analyze the principle and concept being learned, studied and its application to the discussion post.) All discussions must follow the APA 7<sup>th</sup> edition format.</b></p> <ul style="list-style-type: none"> <li>• briefly discuss the concept of leadership.</li> <li>• highlight why leadership is important in healthcare.</li> <li>• briefly highlight how power relates to leadership.</li> <li>• make recommendations on improving leadership practice within the specified setting.</li> </ul>

<p><b>Discussions Two (5% of grade)</b></p>	<p>Your initial discussion thread is due on Day 1 (Monday) and you have until Day 5 (Thursday) to respond to your classmates. Your grade will reflect both the quality of your initial post and the depth of your responses. Refer to the Discussion Forum Grading Rubric under the Settings icon above for guidance on how your discussion will be evaluated.</p> <p>Leadership can be defined as "the ability of an individual to influence a group of people to achieve a goal (Bryman 1992).It is also noted that 'leadership can have four possible meanings, namely: the activity of leading; the body of people who lead a group; the status of the leader; and the ability to lead'(Gopee and Galloway 2009).</p> <p><b>To successfully complete this discussion, in a minimum of 300 to 350 words, discuss the following questions. (Respond to at least two classmates. A substantive post should identify, explore, and analyze the principle and concept being learned, studied and its application to the discussion post.) All discussions must follow the APA 7<sup>th</sup> edition format.</b></p> <ul style="list-style-type: none"> <li>• make a distinction between the closely related concepts of leadership and management.</li> <li>• describe some leadership approaches applicable within the context of healthcare organizations.</li> <li>• describe leadership styles visible in healthcare.</li> </ul>
<p><b>Final Project (Leadership and Systemic Racism and HealthCare Delivery). Presentation (30% of grade)</b></p>	<p style="text-align: center;"><b><i>Final Project Systemic Racism and HealthCare Delivery.</i></b></p> <p>System Racism has been identified as a big problem in the United States. Over the years there has been controversy over government responsibility in ignoring systemic racism. Just recently, systemic racism has been blamed for the deaths of many black people than white people in America. You are a recently elected public official and feel strongly that your state should address issues associated with systemic racism. Examine this issue by applying concepts and theories explored in this course. Follow this outline:</p> <ul style="list-style-type: none"> <li>• Describe you as a leader in this context and summarize the leadership theory (ies) that you will be addressing.</li> <li>• Name three specific leadership skills, three specific leadership behaviors, and three specific leadership traits (and why) that you will need to employ in order to successfully address this issue.</li> <li>• Name the leadership skill, leadership behavior, and leadership trait that you think will best explain your success and explain why.</li> <li>• Apply your approach or style to one of the leadership theories discussed in this course.</li> <li>• Explain why this leadership style or approach will be successful for you and make logical arguments supporting your case.</li> <li>• Write a summarizing paragraph.</li> <li>• Include at least one chart or table to explain a salient leadership point about your approach — one that was created by you (the student) — PowerPoint must be written in APA7th edition format. Cover page and references must be included. PowerPoint should format (12-point font,</li> </ul>

	<p>20-25 slides). Include an introductory and concluding paragraph. Each presentation should last between 15-20 minutes.</p> <p>Please refer to the course assignment in eCourses for additional instructions/information.  <b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>
<b>Quizzes/Exams (35% of grade)</b>	<p>An objective test will assess students' understanding of course material. These quizzes/exams will be available via eCourses/in class.  <b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>

**Course Procedures or Additional Instructor Policies**

**Attendance**

A daily record of attendance will still be kept, and excessive absences will affect your final grade.

If absent, students are to produce university-authorized excuses or proper documentation to the instructor:

- a) PRIOR to any foreseen absence, and/or
- b) IMMEDIATELY UPON RETURN of subsequent class meeting.
- c) 3 absences will be subjected to a full letter grade drop.

Excessive tardiness will NOT be tolerated. **A student will be rendered ABSENT 15 minutes after class has commenced.**

**Submission of Assignments**

When applicable, work should be submitted utilizing APA (American Psychological Association) style.

All assignments must be typed, double –spaced, multiple pages stapled and must include a title page. Teacher educator candidates are responsible and expected to attend each class, contribute to class activities and or discussions. Teacher educator candidates should complete all assignments on or before their expected due dates. It is the responsibility of the TEC to make sure they can log on and submit work to the e-course portal. All in class activities must be completed in class. **NO LATE WORK WILL BE ALLOWED**, unless under documented emergencies (See Student Handbook).

In addition, points will be deducted for typographical, grammatical and sentence structure errors.

**Retention of Assignments and Exams**

After the teacher education candidate has seen his/her grade, the instructor reserves the right to retain all assignments and examinations completed by the teacher education candidate.

**Penalties for Late Assignments**

Assignments must be submitted during the first ten minutes of class on the scheduled due date. Ten points will be deducted each day for up to five days on late assignments. Assignments will not be accepted after five days. In the case of an excused absence, teacher education candidates may submit documents within two days of returning to class without penalty.

Each teacher education candidate is responsible for submitting all work on the scheduled due date whether present or not.

**Formatting Documents**

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the —save asll tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Exam Policy**

**Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).**

The instructor reserves the right to determine if a candidate's footwear and clothing are safe to wear during class activities. A candidate without proper footwear and/or attire will be counted absent, not allowed to participate, and may be asked to leave

### **Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

All of the required course assignments must be submitted by the due date/time in eCourses/in class. Assignments provided via email will not accepted, unless you were giving permission to do so by the instructor.

**Tentative Schedule**

<b>Semester Calendar</b>	
<b>Week One: Topic Description</b>	Introduction to the course and using eCourses
Readings:	Chapter 1
Assignment (s):	Review Faculty Expectations Respond to Introductory Discussion The Leadership Imperative
<b>Week Two: Topic Description</b>	<b>The Leadership Imperative &amp; A Review of Academic Leadership Theories and Concepts</b>
Readings:	Chapter 1 & 2.
Assignment (s):	
<b>Week Three: Topic Description</b>	Is the Popular Leadership Literature Worthless & The Values-Based Definition
Readings:	Chapter 3 & 4
Assignment (s):	<b>Discussion 1 DUE</b>
<b>Week Four: Topic Description</b>	The Senior Leader Challenge & Respect as the Foundation of Leadership
Readings:	Chapters 5 & 6
Assignment (s):	Review for Exam 1 <b>Quiz 1: Chapters 1- 4 DUE</b>
<b>Week Five: Topic Description</b>	Ethics and Integrity & Interpersonal Connection
Readings:	Chapter 7 & 8
Assignment (s):	<b>**Start working on PowerPoint Presentation</b>
<b>Week Six: Topic Description</b>	Servant Leadership & Desire to Make a Change
Readings:	Chapter 9 & 10
Assignment (s):	<b>**Continue working on PowerPoint Presentation **</b>
<b>Week Seven: Topic Description</b>	Commitment
Readings:	Chapters 11
Assignment (s):	Review for Midterm
<b>Week Eight: Topic Description</b>	Review for Midterm Exam
Readings:	Chapter
Assignment (s):	<b>MIDTERMS (3/5-3/7): Chapters 5-10 DUE</b>  <b>Midterm Grades DUE:</b>
<b>Week Nine: Topic Description</b>	Emotional Intelligence & Cooperation and Sharing
Readings:	Chapter 12 & 13
Assignment (s):	
<b>Week Ten: Topic Description</b>	Cohesiveness and Collaboration & Trust

Readings:	Chapter 14 & 15
Assignment (s):	
<b>Week Eleven: Topic Description</b>	Conflict Management & Assessing Team Values
Readings:	Chapter 16 & 17
Assignment (s):	<b>Discussion 2 Due</b>
<b>Week Twelve: Topic Description</b>	Evaluating Team Values & Evaluating Team Effectiveness
Readings:	Chapter 18 & 19
Assignment (s):	<b>Quiz 3: Chapters 12-17 DUE</b>
<b>Week Thirteen: Topic Description</b>	Maximizing Values-Based Leader Effectiveness & The Need for Leaders
Readings:	Chapter 20 & 21
Assignment (s):	
<b>Week Fourteen: Topic Description</b>	Does Leadership Matter
Readings:	Chapter 22
Assignment (s):	
<b>Week Fifteen: Topic Description</b>	Review all Chapters and PowerPoint Presentations <b>**Final Examination Period**</b>
Readings:	
Assignment (s):	<b>Final Exam Chapter 18-22</b>
<b>Week Sixteen: Topic Description</b>	
Assignment (s):	<b><i>Final Grades DUE (Graduating Candidates):</i></b> <b><i>Final Grades DUE (Non-Graduating Students):</i></b>

## **Student Support and Success**

### **John B. Coleman Library**

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

### **The Learning Curve (Center for Academic Support)**

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

### **The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

### **Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### **Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

### **Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

### **Office of Diagnostic Testing and Disability Services**

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

### **Veterans Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

## **University Rules and Procedures**

### **Disability Statement (Also See Student Handbook):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

### **Academic Misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

### **Forms of Academic Dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

### **Nonacademic Misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**TECHNICAL CONSIDERATIONS****Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

**Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

**Technical Support:**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call CIITS/Office of Distance Learning at 936-261-3283

**Communication Expectations and Standards:**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.