Course Syllabus: Developing Leadership Capabilities in Respiratory Care
Robert D. & Carol Gunn College of Health & Human Services
RESP 4133 Section X20
Spring 2026: January 20- May 15

Contact Information
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Communication Policy
Please include the course number and your name in the subject line when you email me. Here is an example: **RESP 4133/Last Name/First Name**. I teach several courses. This information will help me to respond promptly. I make every effort to respond to emails within 24 hours during the workweek and within 48-hours over the weekend. Please send a gentle reminder if I do not reply to your email in the 24-48 hours period.

Course Description
The focus of this course is to introduce students to leadership theories in healthcare. This course provides a foundation for future healthcare leaders. Students are exposed to a series of alternative leadership perspectives, including collaborative models. Topics include defining leadership, interdisciplinary and interprofessional working, communication and leadership, and leadership for change.

Course Objectives
Upon completion of this course, the student will be able to:
- Define Leadership
- Recognize the importance of clinical leaders in clinical practice
- Analyze and compare leadership theories
- Define concepts of interdisciplinary leadership teams
- Identify one's own strengths and weaknesses as a leader or future leader
- Apply theoretical leadership concepts and prepare solutions in the healthcare setting

Textbook & Instructional Materials
Ledlow, G. R., Bosworth, M., & Maryon, T. *Leadership for Health Professionals: Theory, Skills, and Applications*. Jones & Bartlett Learning, 4th edition.

ISBN: 978-1-284-25478-5

Tutoring Assistance

Begin drafting papers and projects as early and take advantage of the Distance Education Tutoring Services. Tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising, and proofreading

Student Handbook

Refer to: Student Handbook

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

AI-Powered Writing Assistance

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

Self-Plagiarism

Commonly described as recycling or reusing one's own specific words from previously published or submitted work. While self-plagiarism does not cross the line of actual theft of others' ideas, it can create issues in the scholarly and academic realms. Beyond verbatim sections of text, self-plagiarism can also refer to the publication of identical papers in two places (sometimes called "duplicate publication.") Papers, projects, or other assignments previously submitted in other courses will not be accepted in this course.

Self-plagiarism occurs when a student submits their own previously submitted work (or portions of it) for a new assignment without proper acknowledgment or explicit permission from the instructor. This includes reusing papers, research, lab reports, or any other academic work created for previous courses or assignments.

Self-plagiarism is a form of academic dishonesty and violates the integrity of the learning process. In this course, all submitted work must be original and specific to the current assignment. If you wish to incorporate any part of prior work, you must consult with the instructor in advance and follow proper citation guidelines where applicable.

Consequences for self-plagiarism may include a failing grade on the assignment, a reduction in course grade, or other academic penalties as outlined in the university's academic integrity policy.

If you are unsure about what constitutes self-plagiarism, please ask for clarification before submitting your work.

Grading

Course Grade - Graded assignments with their percentage of the total grade. A minimum grade of 75 (C) is required in all respiratory courses. Failure to attain a minimum grade of C will prevent the student from progressing in the program.

Table 1: Percentage allocated to each assignment

Assignments	Percentage
Discussion Boards	20%
Examinations	40%
Interview Project	15%
Leadership Essay	15%
Homework Assignments	10%

Table 2: Total points for final grade.

Grade	Points
A	90 to100%
B	80 to 89%
C	75 to 79%
D	60 to 74%
F	Less than 60%

Assignment Submissions

All assignment submissions made by students in D2L are considered final submissions. It is the student's responsibility to ensure that the correct and complete file has been uploaded. If a student submits an incorrect document, an incomplete draft, or any unintended version, the assignment will be graded as submitted. Students are strongly encouraged to double-check their upload before finalizing the submission.

Additionally, Apple file formats such as .pages or Keynote files will not be accepted. All submissions must be uploaded in Microsoft Office formats—such as .doc, .docx, .ppt, or .xlsx—or as otherwise specified in the assignment instructions.

Email/Newsfeed Requirements

You are required to access and review your emails as well as D2L Newsfeeds on a regular basis. I will often email the entire class with updates regarding your discussions, projects, and assignments. It is your responsibility to check your email regularly to prevent the possibility of missing important information that I may be relaying to you.

Course Tools

1. Syllabus---Contains the syllabus.
2. Additional Readings---For the electronic files of handouts for the course.
3. Discussion Boards---Here you will post your discussion assignments throughout the semester. Discussion and dialogue allow you to post questions, or comments related to the course.

4. Web Links---You will find useful information that will link you to online respiratory research databases and additional information.

5. Tests—Here, you will find your 4-semester exams. All exams are timed and you may only take the exam once.

6. Email---Please send messages to me through D2L. However, if you have any problems, you may contact me via email erica.judie@msutexas.edu

Discussion Boards

The discussion board is for you to post your comments, assessments, insights or questions on the readings for the week. I will post a specific question/case study/or discussion topic for certain weeks throughout the semester. Each student is required to make an initial post as their individual response to that week's question. Throughout the remainder of the week, you are required to read 2 other students' journals and give feedback. Your feedback should be constructive and should show that you have actually read their response. Responses of 1-2 lines are not acceptable. Post your journals under the Discussion Board.

For the weeks designated with a discussion assignment, your initial entry should be posted by 11:59 pm on Wednesday and your two responses should be posted by 11:59 pm on Sunday. For example, your first week's assignment includes a discussion covering Chapter 1. Your initial discussion post must be made by Wednesday, January 12 and your responses must be posted by Sunday, January 16. Late posts do not allow for the possibility of good discussion and therefore are not accepted and will be graded as a 0. Discussions account for 20% of your final grade.

DISCUSSION BOARD GRADING RUBRIC
In all discussion boards, students are expected to:
1.) Raise thoughtful questions
2.) Incorporate content from readings
3.) Build on the ideas of others (but do not copy their ideas)
4.) Synthesize across readings and discussions
5.) Expand the class' perspective
6.) Appropriately challenge assumptions and perspectives
7.) Use citations to support post in proper APA format
8.) Initial post should be at least 200 words (approximately 1/2 page); read and respond to two classmate's posts as appropriate using 3), 4), and 6) as guiding elements (avoid "I agree" or "good post" type comments

Examinations

Four In-depth examinations covering specified material given from your readings will be administered during the semester. Examinations may consist of true/false, multiple-choice, short answer, or essay questions. Examinations are to be completed by 11:59 pm on their due dates. Each exam is worth 10% of your final grade making all examinations 40% of your final grade.

Exams will have a time limit and may only be accessed once. This means that you **cannot** start the exam then return to it at a later time. Please be sure that when you begin an exam you set apart enough time to start and complete the exam in the allotted amount of time.

How do you go about becoming a better leader?

For many, if they're honest, the answer to that question would be they 'wing it'. It just happens. The problem is, it doesn't '*just happen*'. Growth in leadership takes intentionality. It takes effort and hard work. When your leadership growth is haphazard, the net result is haphazard leadership. The reason is, your capacity to lead is directly related to your capacity to grow. When you stop growing, your leadership potential is stifled. This doesn't have to be the case. There are countless books, podcasts, and conferences that can help keep you growing and expanding as a leader. But another great way to grow is to ask other leaders meaningful questions.

It may sound simple, but asking questions, and actually listening to the answers, can radically change the way you lead. If you're mindful you'll soon discover leaders all around you that you can learn from. It doesn't matter if they're "better" than you, or "worse". It doesn't even matter if they have a huge amount of influence, or not. **What matters is your ability to engage in the act of listening and learning.** From a great leader, you can learn what to do. From a "bad" leader, you can learn what <u>not</u> to do.

So, where do you begin?

Start by deciding to be intentional. Always be on the lookout for leaders you can interact with, and then start asking questions. Depending on the person you would like to converse with, you may not have the opportunity to have a face-to-face conversation without an appointment, so make an appointment. I am sure most of you already have an idea of who you would like to interview, but in some instances, it may be good to think outside the box and find a leader that could bring good insight and information to you.

What questions do I ask?

If you're stuck for what to ask, here's a list of 20 meaningful questions that are sure to kick-start your own ideas for other questions;

1. Have you always been a leader? Do you think leadership is personality-driven? In what ways have you developed and was this intentional?
2. How do you go about learning and growing as a leader? How do you ensure you don't stagnate?
3. Do you listen to podcasts, read blogs or books? Would you have any speakers, writers, authors, or resources that you can recommend?
4. Who is the one person that has had the biggest impact on your leadership over the years? How did they impact your life?
5. What does your daily routine look like? Do you have habits that you are "religious" about?
6. What behavior, or character traits, would you recommend engaging in and developing, in order to ensure a long and successful leadership career?
7. How many hours do you work in an average week? How do you manage your time with all your various responsibilities? How to you prioritize family/career?

8. Do you have any specific advice for someone going into a position of authority for the first time?
9. How do you go about making decisions? Do you have any advisors, or do you make decisions on your own? Do you have a process, or is it different each time?
10. How have you handled times of criticism, opposition, or failure? Can you tell me about a time you've handled it well, and one that you've handled not so well?
11. How do you stay motivated and inspired? Are there any tips you can give to help in this area especially over the long haul?
12. Do you have a specific vision you are working towards? What is it and how has it changed over the years?
13. How do you build teams, get people on board and enthusiastic about your vision? Do you set aside specific time to cast the vision, or does this happen along the way?
14. How do you encourage creative thinking and a pro-active mindset in those you lead?
15. How do you ensure a high level of excellence is consistently attained?
16. Where do the best ideas come from for you and your organization?
17. How do you go about choosing people to become leaders? What are the core attributes you are looking for?
18. Is there one mistake you see leaders make regularly? What is it?
19. What is your greatest weakness as a leader?
20. What is your greatest strength as a leader?

Before you ask anyone, the above questions answer them yourself. That way you'll actively think through how you currently lead. When a leader gives you an answer you'll already have something to compare it with. You'll be positioned well to engage in an authentic conversation.

The list is by no means complete. There are obviously many great questions worth asking. Those listed are intended to get your own imagination going.

The intent of this project is to share ideas and advance student knowledge of leadership development from multiple perspectives through an interview process. You will be required to evaluate leadership development from the perspective of someone already in a leadership role. Although a leader within a healthcare organization would be optimal, it is not required that the leader be from the healthcare setting.

You will be required to submit a **power point presentation** that encompasses the findings from your interview. You will be required to ask and have responses to a minimum of 15 questions. You will need to submit a power point presentation that lists the questions you asked during your interview along with the answers you received. You also need to include a summary that explains the overall experience of the interview along with the things that you learned during the interview process.

The Interview Project is to be **submitted in two locations** by **April 5th:**
1. The Assignment Dropbox.
2. The discussion board under the Interview Project discussion post.

a. You will each be required to evaluate 2 of your classmates' projects, critique them and provide feedback.
b. Give insightful information to your peers.
c. Your feedback evaluating your classmates' projects is to be submitted by **April 19th**

This interview project is worth 15% of your final grade.

CONFIDENTIALITY: The confidentiality of those you are interviewing is paramount. Under no circumstances, are the names of those being interviewed as well as the names of the organizations they work for, to be disclosed. You may describe the type of facility they work at, but no names are to be given.

Leadership Essay

In essay format and using at least **four** assessments, explain your leadership style, principles, and foundational skills as related to leadership assessment instruments discussed in Chapter 2.

1. Produce results of at least four leadership-related assessments apply those results to your leadership persona, and attach the results to your essay. (You can use the two assessments completed earlier.)
2. Based on Self-Assessments of your personality style, leadership style, principles, and foundational skills, <u>devise a plan to improve your weaknesses while leveraging or enhancing your strengths</u>.

This essay will consist of 4-5 pages of material. I do expect well written essays that are at a college level of writing. A rubric for the essay will be used for a grading guideline. This essay will be due no later than **March 8th** at 11:59pm. The leadership essay is worth 15% of your final grade.
*Begin drafting papers as early as possible and take advantage of the MSU Writing Center.

Homework Assignments

The homework portion of your grade includes a couple of simple, yet necessary components of the course. By the end of the second week, you will need to complete the Myers Briggs Type Indicator Test. I will have a link to the test as well as a dropbox for you to submit your results. The Myers Briggs Test is due no later than **February 1st** at 11:59pm. The second homework assignment is the "Your Leadership Legacy Test". A link will be provided as well as a dropbox for your results. This is to be completed by **March 1st .** Your homework assignments make up 10% of your final grade.

Extra Credit

Extra credit will not be granted in this course.

Missed Exam or Other Graded Item Policy

Anything not completed and handed in on time will be graded as a 0. You are college students and professionals. We all have deadlines and those dates and times must be adhered to. In the event of an emergency beyond your control, please contact me in a timely manner to discuss options for late assignments. All assignments must be completed by 11:59pm on the due date.

Self-Plagiarism
Self-plagiarism is commonly described as recycling or reusing one's own specific words from previously published or submitted work. While it doesn't cross the line of true theft of others' ideas, it nonetheless can create issues in the scholarly publishing world. Beyond verbatim sections of text, self-plagiarism can also refer to the publication of identical papers in two places (sometimes called "duplicate publication"). Papers, projects, or other assignments previously submitted in other courses will not be accepted in this course.

Important Dates
Last day for term schedule changes: January 23
Deadline to file for graduation: February 16
Last Day to drop with a grade of "W:" April 29
Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance
This is an online course and students are required to regularly login and check for any announcements posted. Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements
Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered***

reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Change of Schedule
A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy
A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students With Disabilities
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability.

College Policies
Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process
Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:
The following is a recommended schedule. We will work on a Monday thru Sunday schedule. **Please note that the last day of the semester is May 15**

Course Schedule

Week	Assignment	Required Reading
1 Jan. 20-25	-Introductions -Discussion 1 • Question #6 on page 19	Chapter 1-Leadership Thought
2 Jan. 26- Feb. 1	Myers Briggs Indicator Test • Myers Briggs Test	Chapter 2- Determining Your Own Leadership Style
3 Feb. 2-8	Discussion 2 • Question #4 on page 57	Chapter 3- Today's Health Leadership Challenges
4 Feb. 9-15	Exam #1 (Due Feb. 15 @ 1159 pm) • Chapters 1, 2, 3	
5 Feb. 16-22	Discussion 3 • Question #2 on page 132	Chapter 5- Prof. Competencies, and Personal Skills and Responsibilities
6 Feb. 23 – March 1	Your Leadership Legacy Test • LLT	Chapter 6- Application of Skills, Tools, and Abilities
7 March 2-8	Leadership Essay Due March 8th	Chapter 7- Leadership Assessment & Research
March 9-15	**Spring Break**	
8 March 16-22	Exam #2 (Due March 22 @ 1159 pm) • Chapters 5, 6, 7	
9 March 23-29	Discussion 4 • Question #1 on page 242	Chapter 9- Leadership and the Complex Health Organization
10 March 30- Apr. 5	Interview Project (Due April 5 @ 1159pm)	Chapter 10- Ethics in Health Leadership
11 Apr. 6-12	Exam #3 (Due April 12 @ 1159pm) • Chapters 9 & 10	
12 Apr. 13-19	Interview Project Feedback Due April 19	Chapter 13- Leadership Challenges for the Next Decade
13 April 20-26	Discussion 5 • Question #4 on page 383	Chapter 14- Leadership and Advocacy
14 April 27- May 3	Discussion 6 • Question #2 on page 406	Chapter 15- Leading Nonperforming Employees
15 May 4-10	Exam #4 (Due May 10 @ 1159pm) • Chapter 13, 14, 15	Complete Course Evaluations
16 May 11-15	Post on discussion board what you found most interesting about this course and improvements you would suggest. This will be a part of your discussion grade. **All work is due by May 13th!!!** Congrats Graduates!!!!	Complete Course Evaluations