



RESPIRATORY CARE PROGRAM

RESP 4133-DX2 COURSE SYLLABUS

Spring 2019 Block A

COURSE TITLE:

Developing Leadership Capabilities in Respiratory Care

COURSE NUMBER:

RESP 4133-DX2

COURSE DESCRIPTION:

The focus of this lecture 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 inter-professional working, communication and leadership, and leadership for change.

CREDITS:

3 credits

COURSE INSTRUCTOR:

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OFFICE HOURS:

By appointment

My D2L email address is yasha.nln@d2lmail.msutexas.edu. This is my preferred method of communication. I will check my email periodically throughout the day (Monday – Friday). If you send an email after 5pm during the week or on the weekends, please do not expect an immediate response. Emails sent after hours will be answered the following day. Emails sent on the weekends will be answered the following Monday.

AUDIENCE:

Distance Respiratory Care Students

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Define Leadership

2. Recognize the importance of clinical leaders in clinical practice
3. Analyze and compare leadership theories
4. Define concepts of interdisciplinary leadership teams
5. Identify one's own strengths and weaknesses as a leader or future leader
6. Apply theoretical leadership concepts and prepare solutions in the healthcare setting

REQUIRED TEXTS:

Ledlow, G.R., & Coppola, M.N. Leadership for Health Professionals: Theory, Skills and Applications, 2nd Edition. ISBN: 978128426887

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.

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 allows 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. **Learning Tools Learning Tools**---Here you will find information that may be helpful to you during this course. This may include APA and Writing Information as well as information to aid you in researching online databases.

ONLINE WRITING LAB

Begin drafting papers and projects as early as possible and take advantage of the MSU Writing Lab. 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 to proofreading. Online Tutoring:

<https://msutexas.edu/writing-center/online-tutoring.php>

MISSED QUIZZES, OR OTHER GRADED ITEM POLICY:

Anything not completed and handed in on time will be subject to a "0" for that specific grade. Please talk with your professor, prior to the due date, regarding circumstances that may prevent you from completing an assignment. All assignments must be completed by 11:59pm Central Standard Time on the due date.

APPROXIMATE GRADING SCALE:

90-100 Points	A
80-89	B
75-79	C
60-74	D
< 60	F

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.

GRADED ITEMS AND GRADE DETERMINATION:

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

CLASS PARTICIPATION:

Class participation is an integral part of this online course. There are numerous activities that require each student to post opinions from the readings, research, or in response to the discussion by others. You are expected to participate actively in and contribute to the learning experience in this course. Participation means providing substantive comments, questions and contributions that advance the learning process for you and/or other learners in the course. Participation may include responding to questions and issues posed by other learners. Non-substantive comments, irrelevant comments and comments of the nature of "I agree" or "I disagree" (unless the latter two are elaborated upon to make them substantive) do not count towards meeting the participation requirement. You are expected to participate each academic week.

DISCUSSION BOARDS:

Discussion content and questions will be posted on certain weeks throughout the semester. You can see the weeks that will include a discussion assignment on the course schedule within the syllabus. During the weeks that include discussions, an initial post must be submitted by Wednesday at 11:59pm. Two substantial responses must be made within the discussion board by Sunday at 11:59pm. Each discussion has a max point value of 6 points. 2 points will be given for your initial post and 2 points will be given for each of your 2 response posts. You can find the discussion board expectations and grading rubric below. The Discussion Board will account for 20% of your final grade.

In all discussion boards students are expected to:

1. Raise thoughtful questions
2. Incorporate content from readings
3. Build on the ideas of others
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 must 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). Peer responses should be at least 100 words.

DISCUSSION BOARD GRADING RUBRIC

6 points	5 points	4 points	3 points	2 points	1 Point	0 points
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Participates in discussion board appropriately and always contributes to the discussion in the aforementioned ways meets all of the criteria items 1-8	Participates in discussion board regularly and often contributes to the discussion in the aforementioned ways. Lacks 1 -2 of the ways listed.	Participates in discussion board regularly and sometimes contributes to the discussion in the aforementioned ways. Lacks 3-4 of the ways listed	Participates in discussion board sporadically, but does contribute to the discussion in the aforementioned ways. Lacks 5-6 of the ways listed.	Participates in the discussion board sporadically & rarely contributes to the discussion in the aforementioned ways. Lacks 7 or more of the ways listed.	Posts to the discussion board at the last minute. Due to time of post there is little or no opportunity for others to provide input.	Does not participate in the discussion board. Only reads the posts of others.
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QUIZZES:

There will be a total of four quizzes, which will cover several chapters within the text. Students are expected to analyze and apply their education knowledge during these quizzes. Quizzes are located under assessments. You may use learning resources to help you with the quizzes; however, the quizzes are timed and may only be taken once. 100 minutes for each 25 question quiz. Quizzes/Exams account for 40% of your grade, each quiz/exam being worth 10%.

INTERVIEW PROJECT:

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 that it does not '*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 being, 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 not to do.

So, where do you begin?

Start by deciding to be intentional. Always be on the lookout for leaders you can interact with 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 do 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 will actively think through how you currently lead. When a leader gives you an answer, you will already have something to compare it with. You will 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 simply serve as a starting point.

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 presentation of your liking 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 that lists the questions you asked during your interview along with the answers you received. 1 slide per question/answer. In addition, you must submit a 1-page (WORD document) 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 by **Wednesday, February 27th** at 11:59pm. You will submit your project in 2 places. One is to be submitted in the Dropbox. One is to be submitted in the discussion board under the Interview Project discussion post. You will each be required to evaluate 2 of your classmates’ projects, critique them and provide feedback. Give insightful information to your peers. Your feedback evaluating your classmates’ projects is to be submitted by **Sunday, March 3rd**.

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, explain your leadership style, principles, and foundational skills as related to the leadership assessment instruments discussed in Chapter 2, using at least 4 of the assessments. Produce results of at

least 4 leadership-related assessments, apply those results to your leadership persona, and attach the results to your essay. Based on Self-Assessments of your personality style, leadership style, principles, and foundational skills, devise a plan to improve your weaknesses while leveraging or enhancing your strengths. This essay will consist of 2-3 pages of material in addition to the attached assessment results. 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 **February 16th** at 11:59pm. The leadership essay is worth 15% of your final grade.

HOMEWORK ASSIGNMENTS:

The homework portion of your grade includes a couple of simple, yet necessary components of the course.

- First, 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 **January 20th** at 11:59pm.
- Second is the [Leadership Legacy Assessment Test](#) that is to be completed no later than **February 3rd** at 11:59pm. There is a link in the assignment and you will submit your results in the dropbox.

American Disabilities Act (ADA)

Midwestern State University (MSU) does not discriminate on the basis of an individual's disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility and employment of individuals in programs and activities.

MSU provide academic accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic and employment requirements. For assistance call (940) 397-4140 or visit their website at <https://msutexas.edu/student-life/disability/>

Please see the instructor outside of class to make any arrangements involving special accommodations. It is the student's responsibility to declare any disabilities. After declaration, preferably at the beginning of each semester, the student needs to contact individual instructors to determine any reasonable accommodations that may be required.

ACADEMIC HONESTY:

Plagiarism is the use of someone else's thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited")- whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will **not be tolerated**, whether intentional or not.

Student Honor Creed:

As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, we, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would

disgrace the MSU student body by violating the spirit of this creed. Written and adopted by the 2002-2003 MSU Student Senate.

Honor System:

All components of this course are designed to represent the efforts of each student INDIVIDUALLY and are NOT to be shared, copied, or plagiarized from other sources. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism.

Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of zero (0) will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

*****Research papers and projects must be original work for each course assignment. The faculty will not accept a submission that has been or is being submitted for another course. No Exceptions!**

PLEASE NOTE: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism. The MSU Code of Student Conduct can be found in the MSU Student Handbook, which can be found here: [Student Handbook](#)

COURSE SCHEDULE:

Dates	Text	Discussion	Assignment	Quizzes
Week 1 Jan 12-20	Chapter 1	Syllabus Confirmation Due by <u>Sunday</u> , Jan 16 th @ 11:59pm Introductions Due by <u>Sunday</u> , Jan 16 th @ 11:59pm Discussion #1 First Post by <u>Wednesday</u> , Jan 16 th @ 11:59pm Response posts by <u>Sunday</u> , Jan 20 th @ 11:59pm	Due by Sunday, Jan 20 th by 11:59PM Myers Briggs	
Week 2 Jan 21-27	Chapter 2 Chapter 3			Chap 1,2,3 Quiz #1 Closes Sunday, Jan 27 th @ 11:59pm
Week 3 Jan 28-Feb 3	Chapter 5 Chapter 6	Discussion #2 First Post by <u>Wednesday</u> , Jan 30 th @ 11:59pm Response posts by <u>Sunday</u> , Feb 3 rd @ 11:59pm	Due Sunday, Feb 3 rd by 11:59PM Leadership Legacy Test	
Week 4 Feb 4-10	Chapter 7			Chap 5,6,7 Quiz #2 Closes Sunday, Feb 10 th @ 11:59pm
Week 5 Feb 11-17			Due <u>SATURDAY</u> , Feb 16 th by 11:59PM Leadership Essay	
Week 6 Feb 18-24	Chapter 9 Chapter 10	Discussion #3 First Post by <u>Wednesday</u> , Feb 20 th @ 11:59pm Response posts by <u>Sunday</u> , Feb 24 th @ 11:59pm		Chap 9,10 Quiz #3 Closes Sunday, Feb 24 th @ 11:59pm
Week 7 Feb 25-Mar 3	Chapter 13	Interview Project Feedback due by	Due <u>WEDNESDAY</u> ,	

		Sunday, Mar 3 rd @ 11:59pm	Feb 27th by 11:59PM Interview Project	
Week 8 Mar 4-Mar 8	Chapter14 Chapter 15	Course Evaluations due , Mar 7th @ 11:59pm		Chap 13,14,15 Quiz #4 Closes <u>THURSDAY,</u> Mar 7th @ 11:59pm