



## Course Syllabus: Developing Leadership Capabilities in Respiratory Care

Robert D. & Carol Gunn College of Health & Human Services  
RESP 4133 Section DX2  
Spring 2020 Block A: January 18 – March 13

### Contact Information

Instructor: Professor Yasha, MEd, RRT  
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### Course Description

The focus of this online 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.

### 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., & Coppola, M.N. Leadership for Health Professionals: Theory, Skills and Applications, 3rd Edition. ISBN: 9781284109412

### Student Handbook

Refer to: [Student Handbook 2019-2020](#)

### 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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without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 may be found in the Office of Student Conduct.

### Grading

Course Grade - Graded assignments with their percentage of 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
Syllabus Confirmation	2%
Discussion Boards	18%
Examinations	40%
Interview Project	15%
Leadership Essay	15%
Homework Assignments	10%

Table 2: Total points for final grade.

Grade	Points
A	90 to 100%
B	80 to 89%
C	75 to 79%
D	60 to 74%
F	Less than 60%

### 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. Email---** Please send messages to me through D2L. However, if you have any problems, you may contact me via [Professor Yasha's email](#). With all correspondence, please include your full name, M#, and the title of the course. Correspondence sent after 5pm on Friday will receive a response on Monday.

### Syllabus Confirmation

I have included a syllabus confirmation assignment that can be found in the quiz section. This is a simple yes or no question confirming that you have Thoroughly read and completely understand all of the components of the syllabus for this class. This is due during the first week of the course. If you have any questions regarding the syllabus, please contact me and I will be happy to help you. This is my way of verifying that you understand the expectations of this course. The syllabus confirmation will account toward your final grade.

### 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 your individual response to that week's question. Throughout the remainder of the week, you are required to read 2 other student's posts and give feedback. Your feedback should be constructive and substantial. Responses of 1-2 lines are not acceptable. All discussion boards are expected to raise thoughtful questions, incorporate content from readings, build on the ideas of others, expand the class' perspective, appropriately challenge assumptions and perspectives, use citations to support posts in proper APA formatting. Initial posts should be at least 200 words in content. Response posts should be at least 100 words in content.

*For the weeks designated with a discussion assignment, your initial entry should be posted by 11:59pm on Wednesday, and your two responses should be posted by 11:59pm 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 22<sup>nd</sup> and your responses must be posted by Sunday, January 26<sup>th</sup>. 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 18% of your final grade.*

### 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 11:59pm 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 be accessed only once. This means that you *cannot* start the exam then return to it at a later time. Please be sure that you set aside enough time to start and complete the exam in the allotted time.

### Interview Project

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 PowerPoint 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 PowerPoint presentation that lists the questions you asked during your interview along with the answers you received. You also need to include 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, March 3<sup>rd</sup> at 11:59pm. You will submit your project in 2 places.** One must be submitted in the Dropbox. The other should 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 **March 8<sup>th</sup>**. This interview project is worth 15% of your final grade.

#### ***How do you become a better leader?***

For many, if honest, the answer to that question would be they 'wing it'. It just happens. The problem is, 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 does not have to be the case. There are countless books, podcasts, and conferences that can help keep you growing and expanding as a leader. 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 are mindful, you will soon discover leaders all around you in whom you can learn. It does not matter if they are "better" or "worse" than you. It does not 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 look-out 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?***

Here are a few 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 incorporate 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 greatest impact on your leadership over the years? How did they impact your life?

Before you ask anyone the above questions, answer them yourself. This way you will actively think through currently leading behaviors. When a leader gives you an answer, you will already have a response in which to compare. You will be positioned engage in an authentic conversation.

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

*CONFIDENTIALITY: The confidentiality of those you are interviewing is paramount. Under no circumstances are the names of those being interviewed or the names of the organizations in which they work be disclosed. You may describe the type of facility they work at, but no names should be listed.*

### Leadership Essay

Explain your leadership style, principles, and foundational skills as related to leadership assessment instruments discussed in Chapter 2. Produce results of at least four leadership-related assessments, apply those results to your leadership persona, and attach the results to your essay. Based on the four 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 at least 2-3 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 by **Sunday, February 23<sup>rd</sup>** at 11:59pm. The leadership essay is worth 15% of your final grade. Begin drafting papers as early as possible and take advantage of [MSU Online 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 first 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 **January 26<sup>th</sup>** at 11:59pm. The second homework assignment is the "Your Leadership Legacy Test". A link will also be provided as well as a dropbox for your results. This is to be completed by **February 9<sup>th</sup>**. 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. In the event of an emergency, 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.

### Important Dates

Deadline to file for May graduation: February 17, 2020

Last Day to drop with a grade of "W:" February 19, 2020

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 D2L help desk.

### 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. 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, we are able to help you get connected to our online services. For help, log into [D2L](#).

### 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. 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 reviewed individually. For more details, please go to [Disability Support Services](#).

### 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 through Sunday schedule.



## Course Schedule

Week	Assignment	Required Reading
1 Jan 18-Jan 26	<p>Introductions Syllabus Confirmation</p> <ul style="list-style-type: none"> <li><i>This will be a part of your overall grade.</i></li> <li>Due by Jan 26<sup>th</sup> at 11:59 pm</li> </ul> <p>Discussion 1</p> <ul style="list-style-type: none"> <li>Due by Jan 26<sup>th</sup> at 11:59 pm</li> </ul> <p>Myers Briggs Indicator Test <a href="#">Myers Briggs Test</a></p>	Chapter 1-Leadership Thought
2 Jan 27-Feb 2	<p>Exam #1 (Chapters 1, 2, Appendix B)</p> <ul style="list-style-type: none"> <li>Due by Sunday at 11:59 pm</li> </ul>	<p>Chapter 2- Determining Your Own Leadership Style</p> <p>Appendix B- Understanding Leadership as a Theory</p>
3 Feb 3 -Feb 9	<p>Discussion 2</p> <p>Your Leadership Legacy Test <a href="#">LLT</a></p> <ul style="list-style-type: none"> <li>Due by Sunday at 11:59 pm</li> </ul>	<p>Chapter 5- Prof. Competencies, and Personal Skills and Responsibilities</p> <p>Chapter 6- Application of Skills, Tools, and Abilities</p>
4 Feb 10-Feb 16	<p>Exam #2 (Chapters 5, 6, 7)</p> <ul style="list-style-type: none"> <li>Due by Sunday at 11:59 pm</li> </ul>	Chapter 7- Leadership Assessment & Research
5 Feb 17-Feb 23	<p>Leadership Essay Due <b>Sunday</b>, Feb 23<sup>rd</sup> at 11:59 pm</p>	
6 Feb 24-Mar 1	<p>Discussion 3</p> <p>Exam #3 (Chapters 9 &amp; 10)</p> <ul style="list-style-type: none"> <li>Due by Sunday at 11:59 pm</li> </ul>	<p>Chapter 9- Leadership and the Complex Health Organization</p> <p>Chapter 10- Ethics in Health Leadership</p>

<p>7 Mar 2-Mar 8</p>	<p>Interview Project</p> <ul style="list-style-type: none"> <li>• Due Mar 4<sup>th</sup> at 11:59 pm</li> </ul> <p>Feedback</p> <ul style="list-style-type: none"> <li>• Due Mar 8<sup>th</sup> at 11:59 pm</li> </ul>	<p>Chapter 13- Leadership Challenges for the Next Decade</p>
<p>8 Mar 9-Mar 13</p>	<p>Exam #4 (Chapter 13, 14, 15) Due <b>WEDNESDAY</b>, Mar 11<sup>th</sup> at 11:59 pm</p> <p>Course Evaluations</p> <p>Post on discussion board what you found most interesting about this course and improvements you would suggest. <i>This will be a part of your discussion grade.</i></p> <p><b>All work is due by Mar 11<sup>th</sup>!</b></p>	<p>Chapter 14- Leadership: A Critical Factor for the Future</p> <p>Chapter 15- Leading Nonperforming Employees</p> <p>Complete Course Evaluations</p>