Course: OCTH 760 Leadership in Healthcare
Semester: Fall 2017
Credit Hours: 2-3 credits
Delivery Method: Online
Course Instructor: Debra Young M.Ed., OTR/L, SCEM, ATP, CAPS, FAOTA

Course Description
In this course, students will develop an understanding of the principles of leadership theory and practice, and will apply those principles through case examples and/or personal experience. Student will examine the profession’s capacity for leadership and explore opportunities for leadership development in their professional lives.

Textbook and Materials
Required:
One of the following:
OR

Required for Doctor of Occupational Therapy Students only:
AOTA Membership is necessary to access member-only professional resources. AOTA also offers a discount for members on texts AOTA publishes or distributes.

Recommended:
Course Objectives
Upon completion of this course, the student will:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Objective Description</th>
<th>Assessment Measure (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Increase self-awareness regarding leadership skills and capacity</td>
<td>Discussion Posts, Leadership Assessment</td>
</tr>
<tr>
<td>2</td>
<td>Analyze leadership theories and practices and apply them in the leadership development plan</td>
<td>Discussion Posts, Leadership Assessments, Leadership Persona Paper, Leadership Development Plan</td>
</tr>
<tr>
<td>2</td>
<td>Identify strategies for leadership growth and begin implementing those strategies within the professional health care environment</td>
<td>Discussion Posts, Leadership Assessments, Leadership Persona Paper, Leadership Development Plan</td>
</tr>
<tr>
<td>4</td>
<td>Analyze areas where leadership is needed within the individual’s discipline</td>
<td>Discussion Posts, Leadership Development Plan</td>
</tr>
</tbody>
</table>

Instructional Method
Most of this course takes place through the Discussion Board of Desire2Learn (http://d2l.sdbor.edu). Since it is a 2 credit course, you are expected to spend approximately 6 hours engaged in course activities each week.

Live lectures/office hours will be facilitated via Collaborate Ultra, the University’s web conferencing system, every Thursday from 1:00-2:30 pm CST. These will be recorded and available to students in the archives at any time following the live lecture.

Student Expectations
Students are expected to read, understand and abide by all policies and procedures outlined in this syllabus, as well as those in the CDE Online Orientation, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available at USD.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class student work. Since this is a 2-3 credit-hour course, students should expect to invest **approximately 6-9 hours per week in the course**.

Because this is an online course, and meant to be an asynchronous experience, we will not be meeting face-to-face, so the SDBOR engagement requirement will be reproduced by the following activities, all of which will be due as outlined below: viewing the lecture (live or recorded); posting in the weekly discussions; and completing class activities. **Active participation is expected.**
In general, a typical week in the course will be sequenced as follows:

<table>
<thead>
<tr>
<th>DAY</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Start of the week - new materials and weekly assessments available</td>
</tr>
<tr>
<td></td>
<td>Complete assigned readings</td>
</tr>
<tr>
<td>Thursday</td>
<td>Complete readings</td>
</tr>
<tr>
<td></td>
<td>Live lecture/office hours 1-2:30 CST (Recordings available on Collaborate Ultra)</td>
</tr>
<tr>
<td>Friday</td>
<td>Prepare discussion board posting; complete class activities</td>
</tr>
<tr>
<td></td>
<td><strong>Due: initial response to posted discussion questions 11:55 CST</strong></td>
</tr>
<tr>
<td>Saturday</td>
<td>Open for independent work and discussions</td>
</tr>
<tr>
<td>Sunday</td>
<td>Read discussion board postings; prepare responses to peers; complete class activities</td>
</tr>
<tr>
<td>Monday</td>
<td>Read discussion board postings; prepare responses to peers; complete class activities</td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Due: Discussion board responses and weekly class activities 11:55 PM CST</strong></td>
</tr>
</tbody>
</table>

This sequence will be followed for all topics and weeks as detailed in the Class Schedule, accessed via the “Getting Started” widget on the course homepage. The instructors will also provide regular updates during the week, so students should log into D2L to check for news and email at least three times per week, if not more frequently.

With regard to online communication, students should follow the basic rules of netiquette. Please type in complete sentences and follow the discussion board guidelines. For more information on netiquette please review the Netiquette section of the Online Orientation Guide at [http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf](http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf). You may wish to forward your D2L course mail to your preferred email account (e.g., Gmail, Hotmail, Yahoo, work email, etc.).

Students are expected to follow the guidelines provided for specific assignments outlined in the appendix. Assignments should be submitted electronically in the D2L assignment drop box by 11:55 pm CST on the due date. You will not receive credit for late class participation and discussion board postings. There will be a 10% deduction for each day an assignment is late.

Finally, Students are expected to have and maintain the appropriate technology required to complete the course. For more information, please see the “Technology Requirements” toward the end of the syllabus.

**Instructor Expectations**

The instructor will strive to provide every possible opportunity for detailed feedback, and, unless otherwise stated, will respond to inquiries within 24 hours on weekdays, and within 48 hours on weekends. The instructor will also endeavor to return feedback and suggestions, using standard rubrics and grading criteria, within a reasonable amount of time – see the “Assessments” section below.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the CDE Online Orientation, The University of South Dakota, and the SDBOR.

**Course Schedule & Coverage of Topics**

Please see the “Course Schedule” link in the “Getting Started” widget on the course homepage.
Contacting the Instructor
The course instructor is most accessible via USD email as listed on the first page of this syllabus. This email address is preferred over D2L email. You will receive a response to your email within 24 hours Monday through Friday and within 48 hours on weekends. The instructor will provide advance notice in the event she is out of the office necessitating a slower response time.

Technology Requirements
The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the CE Online Orientation Guide. This document can be found at http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf or in the Getting Started widget on the course homepage under Technology Requirements.

This course has two additional requirements:
All students should have the ability to submit assignments in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS). The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD’s Google Docs can be accessed with your USD username and password at: http://docs.usd.edu/.

This course makes use of Collaborate Ultra, a web-conferencing solution, for the live sessions. If you plan on participating in the live sessions, it is recommended that you purchase a USB multimedia headset—earphones with a microphone—so that you can ask questions instead of typing them. These can be purchased online, or from your local retailer (Walmart, Best Buy, Radio Shack, etc.), for approximately $15-$30 depending on the brand and model (Logitech is recommended).

Student Resources
The University of South Dakota provides a number of useful services to students:

- **CDE Online Orientation Guide (see link in the “Getting Started” widget on the course homepage):**
  This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:
  - Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
  - Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
  - Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- **USD Portal (http://my.usd.edu/):**
  The USD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:
  - WebAdvisor
  - I.D. Weeks Library

  **The USD Writing Center (http://www.usd.edu/academics/academic-commons/writing-center.cfm):**

Academic Integrity
Academic integrity is a core value for the University of South Dakota, the Graduate School, the School of Health Sciences and the PhD in Health Sciences program. To that end, the faculty, students, and candidates in the PhD program are expected to uphold the highest standards of academic integrity in all of their doctoral work. The absence of academic integrity among faculty or students would undermine the trust and mutual respect, which is
essential for maintaining the mission, integrity, reputation, and rigor of the program. Therefore, as a community of scholars, we embrace the highest standards of academic integrity in all aspects of our work. Failure to uphold these standards is cause for dismissal from the PhD program. Please refer to SD Board of Regents policy 2:33: https://www.sdbor.edu/policy/Documents/2-33.pdf and the policy map: https://www.sdbor.edu/policy/Documents/2016_0428MapPolicy2_33_StudentAcademicDishonesty.pdf

Each Occupational Therapy Doctoral student and PhD in Health Science student is required to complete the VAIL (Virtual Academic Integrity Laboratory) Tutorial once per academic school year with a minimum score of 90%. The tutorial is available at http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/interactive.html. The USD library website also has a tutorial titled “Introduction to Academic Integrity” available for your review.

A. Academic Dishonesty
   1. Cheating, which is defined as, but not limited to the following:
      a. use or giving of any unauthorized assistance in taking quizzes, tests, or examinations;
      b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
      c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.
   2. Plagiarism, which is defined as, but is not limited to, the following:
      a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement consistent with accepted practices of the discipline;
      b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
   3. Other forms of dishonesty relating to academic achievement, research results, or academically related public service;
   4. Furnishing information known or believed to be false to any institutional official, faculty member or officer;
   5. Forgery, fabrication, alteration, misrepresentation, or misuse of any document, record, or instrument of identification, including misrepresentation of degrees awarded or honors received;

B. Students are expected to comply with the following academic standards:
   1. Original Work:
      Assignments such as course preparations, exams, texts, projects, papers, etc., must be the original work of the student. At all times, students are expected to comply with APA Style (6th ed.) when formatting papers. Work is not original when it has been submitted previously by the author or by anyone else for academic credit.
   2. Referencing the Works of Another Author:
      All academic work submitted for credit or as partial fulfillment of course requirements must adhere to standards of the APA Manual (6th edition) or rules of documentation provided by the instructor. Standards of scholarship require that the writer give proper acknowledgement when the thoughts and words of another are used.
   3. Tendering of Information:
      All academic work must be the original work of the student. Giving or allowing one’s work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

C. Violations of the Code of Conduct:
   Student Code of Conduct
   SD Board of Regents Policy 3.4: Student Disciplinary Code
   Map of BOR Policy 3.4: Student Conduct Code
**Freedom in Learning**
Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

**Disability Services**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: [www.usd.edu/disabilityservices](http://www.usd.edu/disabilityservices)
E-mail: disabilityservices@usd.edu

**Evaluation Methods**
Because of the online nature of this course, it is important that students make regular progress and receive regular feedback on their progress. To that end, there will be weekly discussion participation requirements and assessments. Due dates will be adhered to. In the case of mitigating circumstances, please contact the instructor. Make-up assessments will only be available under conditions such as serious illness, family emergencies, etc., and will be provided solely at the discretion of the instructor.

**Discussions**
For each lecture, there will be an associated discussion on topics covered during the lecture. Students are expected to post a direct response to the instructor’s posting by Friday of each week, and respond to at least one other group member by Tuesday.

When posting in the discussions, each student must abide by the “Netiquette” section in the Online Student Handbook, which can be found in the “Getting Started” widget on the Course Home page. Additional, each student will need to post a substantive response to the question or questions posed by the instructor, and then reply substantively to another student’s response. A substantive response is more than simply saying, “I agree,” or “I disagree.”

Participation in the discussions is required and each will be worth one point, awarded according to the rubric below.

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post a response to instructor’s question by Friday @ 11:55 pm CST</td>
<td>0.2</td>
</tr>
<tr>
<td>Substantiveness of initial posting</td>
<td>0.4</td>
</tr>
<tr>
<td>Responding to peer posting by Tuesday @ 11:55 pm CST</td>
<td>0.2</td>
</tr>
</tbody>
</table>
Substantiveness of peer posting response 0.4
Reading the majority of peer postings 0.2
TOTAL 1.4

The total number of points for the Discussions is 20 or 20% of the final grade.

Weekly discussions will close on Tuesday at 11:55 pm CST, so you must complete all requirements by that time or you will lose points for whatever requirements are incomplete. Discussion participation will be assessed at the conclusion of each discussion topic on the level and quality of participation. The instructor will post Individual feedback and grades in the Assessments→Grades section of the course, designated by DW1 (Discussion Week 1), DW2, etc. All feedback will be returned within a week of the due date, unless otherwise noted by the instructor.

Papers
Papers MUST be submitted in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS) via Assessments→Dropbox – not through course mail. Feedback and grades will be uploaded to the feedback section of the Dropbox within two weeks after the due date, unless otherwise stated. All papers must be supported with current literature including readings and independent research.

Leadership Persona Paper
Upload to Dropbox Due: Sept. 26, 11:55 pm
This is a 5-7 page paper describing your leadership persona based on the results of at least 4 leadership-related assessments that you completed and your self-reflection. Critique and interpret your unique leadership persona and relate your leadership persona with examples from your life experiences.

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-organized, with clarity of thought</td>
<td>15</td>
</tr>
<tr>
<td>Supported by current literature &amp; assessment results</td>
<td>5</td>
</tr>
<tr>
<td>[Organization and flow of paper, clarity of thought – points deducted if inadequate]</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
</tr>
</tbody>
</table>

The Leadership Persona Paper will be 20% of the final grade.

Local Leader Interview
Upload to Dropbox Due: Oct. 24, 11:55 pm
For this assignment, you will identify a local person whom you consider to be a leader. This may be someone within your own discipline, an educator, a political figure, CEO of a company, a small business owner, a community leader, etc. Although not required, it is preferable if the individual’s leadership is related to health care. It should not be someone related to you. Utilize the following questions to interview them:
1. What formed them into the person they are? What values guide their decision-making?
2. What motivates them to take leadership?
3. How do they exert leadership? What kind of a leader are they?
4. How do they respond to adversity, to conflict, to success?
5. How do they empower others to take leadership?
Write a report of this interview. Start by describing what made you identify this person as a leader. Then write a summary of their responses to the above questions. End your report by articulating what you see as the
relevance of this person’s life and leadership for you. (Estimate page length is +/- 10 pages.) You will post your final paper on the Discussion Board for everyone in the course.

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What made you identify this person as a leader</td>
<td>2</td>
</tr>
<tr>
<td>Summary of responses to questions</td>
<td>6</td>
</tr>
<tr>
<td>Relevance of person’s life and leadership for you</td>
<td>8</td>
</tr>
<tr>
<td>Integrate findings with readings/literature</td>
<td>4</td>
</tr>
<tr>
<td>[Organization and flow of paper, clarity of thought – points deducted if inadequate]</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

The Local Leader Interview paper will be 20% of the final grade.

**Leadership Development Plan**

**Upload to Dropbox**  
**Due: Dec 5, 11:55 pm**

Within your area(s) of practice and professional interest, identify immediate and long-term opportunities for leadership and develop a plan for addressing those opportunities. Write a clear, well-organized, thoughtful paper (+/- 15 pages) using the outline below:

Utilizing perspectives and skills from this course and following this outline:

1. Undertake research in the areas of your short- and long-range leadership interests within your profession. Describe your route of exploration.
2. Identify and support your decisions about your focus area(s) to make your own unique contributions to the field. Describe the specific leadership role(s) you will take and how you will implement them.
3. Consider the context, the people, the situation, the desired direction of change, your definition of the unique contribution of your discipline to health and human services, and your rationale for why this change is needed.
4. Discuss the areas of personal growth and action that will be necessary for you to succeed in this plan, and explain how you will accomplish these. Consider what you will need to do that is “different” for you, and how you will make the necessary changes in your approach or how you will capitalize on your current strengths, to accomplish your end.
5. Describe the interdependent network you will need to facilitate your plan.
6. Define and articulate the relevance of your profession/discipline as you will present it to those outside of your field.
7. Develop and describe a realistic time frame for accomplishing this plan (short range and long range). Identify a few realistic small steps you will begin taking toward it now. By the end of the semester, take the first steps toward implementation of your goal(s), describe what you have done, and discuss initial outcomes.

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background research</td>
<td>8</td>
</tr>
<tr>
<td>Focus area(s) and Leadership role(s)</td>
<td>4</td>
</tr>
<tr>
<td>Describe context, people, direction of change, contribution &amp; rationale</td>
<td>4</td>
</tr>
</tbody>
</table>
### Personal growth and development needed
8

### Interdependent network
4

### Relevance of profession/discipline
4

### Realistic timeframe & initial steps
4

### Take the first steps, discuss initial outcomes
4

[Integrate discussion with readings/literature – points deducted if inadequate]

[Organization and flow of paper, clarity of thought – points deducted if inadequate]

### TOTAL
40

The Personal Leadership paper will be 40% of the final grade.

#### Evaluation Summary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>POINTS</th>
<th>% of Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Leadership Persona Paper</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Local Leader Interview</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Personal Leadership Plan</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

#### Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>112.5-125.00</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>100.00-112.49</td>
<td>80-90</td>
</tr>
<tr>
<td>C</td>
<td>87.50-99.99</td>
<td>70-80</td>
</tr>
<tr>
<td>D</td>
<td>75.00-87.49</td>
<td>60-70</td>
</tr>
<tr>
<td>F</td>
<td>&lt;75</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>