HSC 460-Leading Change

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E-mail: ann.mollman@usd.edu - As per departmental policy, course-related communication is by D2L email only.
Cell phone: 605-641-1998
Virtual office hours: Office hours can be made with an appointment and conducted via Skype/Collaborate or cell phone.
Class: Online

The Department of Health Sciences supports inclusivity -the state of all-embracing that is culturally attune, and which incorporates the needs and viewpoints of diverse communities to create an environment that feels welcoming to everyone, and where each individual feels he/she is valued.

I. Course Description
The Health Sciences Major portfolio is finalized, including a personal assessment of competencies achievement. Classroom and self-directed learning activities foster the development of core knowledge, skills and values that support the development of leadership skills. Entrepreneurial thinking is explored. The course provides an introduction to the basics of developing a health business plan.

Rationale
Three basic principles are involved in leadership development:

Knowing: You must know – yourself, how change occurs, and how and why others may view things differently than you do.
Being: You must be – ethical, principled, open, caring and inclusive.
Doing: You must act – in socially responsible ways, consistently and congruently, as a participant in a community, and on your commitments and passions” (p. 5-6).


II. Course Prerequisites
This is a capstone course, which means it is one of the last classes you should be taking… The majority of required course have all had coursework that leads to your final HSC Portfolio…therefore they must be taken prior to taking this class in order to be successful! All coursework required for student’s chosen pathway, with the exception of HSC 440 which may be taken concurrently.

III. Course Goals
This course falls under the System-wide Graduation Requirements (SGR) goal of Expertise, with students focusing on one or more areas of in-depth study through their major and minor coursework, developing a level of expertise that will serve them not only in their intended career but also as educated citizens.

IV. Course and Program Learning Outcomes:
HSC 460 is designed to assist the student in developing the eight end-of-program outcomes for the health.
<table>
<thead>
<tr>
<th>HSC 460: Leading Change Learning Outcomes</th>
<th>Corresponding Health Sciences Program Outcomes</th>
<th>Assessment of Outcome Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiate between leadership and management.</td>
<td>Leadership Professionalism Valuing</td>
<td>Leadership Case Studies</td>
</tr>
<tr>
<td></td>
<td>Module 1</td>
<td></td>
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<tr>
<td>Identify the types of leaders needed in the healthcare field</td>
<td>Leadership Professionalism Valuing</td>
<td>Leadership Case Studies</td>
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<tr>
<td></td>
<td>Modules 2, 3, 4, 5</td>
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<tr>
<td>Explain the importance of leadership and its contribution to an organization.</td>
<td>Leadership Professionalism Valuing Communication Teamwork</td>
<td>Leadership Case Studies</td>
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<td></td>
<td>Modules 2, 3, 4, 5</td>
<td>EI Workbook Activities</td>
</tr>
<tr>
<td>Recognize that values are a primary contributor to great leadership performance.</td>
<td>Leadership Professionalism Valuing Communication</td>
<td>Leadership Case Studies</td>
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<td></td>
<td>Modules 2, 3, 4, 5</td>
<td>EI Workbook Activities e-portfolio reflection of program outcomes</td>
</tr>
<tr>
<td>Summarize the three social needs that underlie our personal values.</td>
<td>Leadership Professionalism Valuing Communication</td>
<td>Leadership Case Studies</td>
</tr>
<tr>
<td></td>
<td>Modules 2, 3, 4, 5</td>
<td>EI Workbook Activities e-portfolio reflection of program outcomes</td>
</tr>
</tbody>
</table>
| Discover personal values and approaches to leadership. | Leadership  
Professionalism  
Valuing  
Communication  
Problem-solving  
Modules 2, 3, 4, 5 | Leadership Case Studies  
EI Workbook Activities  
e-portfolio reflection of program outcomes |
|---|---|---|
| Discuss the importance of relationships in the leadership process. | Leadership  
Professionalism  
Valuing  
Communication  
Problem-solving  
Modules 2, 3, 4, 5 | Leadership Case Studies  
EI Workbook Activities  
e-portfolio reflection of program outcomes |
| Distinguish emotional intelligence as the critical factor in developing and maintaining healthy, effective relationships. | Valuing  
Communication  
Modules 2, 3, 4, 5 | Leadership Case Studies  
EI Workbook Activities |
| Apply leadership knowledge and skills to interpret data presented in case studies. | Problem-solving  
Leadership  
Communication  
Modules 2, 3, 4, 5 | Leadership Case Studies  
EI Workbook Activities |
| Examine components of entrepreneurship. | Valuing  
Leadership  
Module 6 | Entrepreneurship project |
| Demonstrate a personal assessment of program competencies through the Health Sciences Major Portfolio. | Valuing  
Professionalism  
Module 10 | Health Sciences Program Outcome e-Portfolio |
Identify and discuss the basic concepts for developing a health business plan.

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<tr>
<th>Valuing Leadership Module 6</th>
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Apply organizational change knowledge to influence change in health care and practice as a change agent.

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<thead>
<tr>
<th>Leadership Valuing Communication Professionalism Modules 7, 8, 9</th>
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</table>

V. Required Textbooks – you will use all of your textbooks, esp. the EQ book/workbook beginning right away!

**Book 1**

**Book 2**

**Book 3**

*It is suggested you have some reference as to APA style of writing and formatting as this is required with all writing assignments.*

Recommended APA reference textbook for this course:

VI. Instructional Methods (may include but not limited to)
1. Course Readings: Textbook and readings posted in D2L, video clips.
2. Course and Assignments will include:
   a. Problem solving using case studies
   b. Discussion groups
   c. Self-development EQ plan
   d. Small group class projects
   e. Presentations
VII Evaluation Procedures
1. EQ self-development plan evaluated by rubric
2. Quizzes and Midterm evaluated by instructor answer key
3. Presentation, Case studies, group activities evaluated by rubric
4. Reflections evaluated by rubric
5. Module Lessons evaluated by rubric
6. Electronic portfolio evaluated by rubric

VIII. HSC 460 Course Schedule
Course schedule is found in D2L on the Module tab entitled Syllabus and Course Schedule for this class. It is also found on the course homepage.

IX. Grading for Coursework Required within the Major
1. The grading scale used for all HSC prefix coursework is:
   a. Grade A 90 – 100% 900-1000
   b. Grade B 80 – 89% 800-899
   c. Grade C 70 – 79% 700-799
   d. Grade D 60 – 69% 600-699
   e. Grade F 59% and below 0-599
2. A maximum of 1000 points can be earned in this course.
3. Grades will be posted in D2L.
4. Students must earn a final grade of a ‘C’ or higher in all HSC prefix courses for satisfactory completion of the major.
5. No extra credit can be earned in any HSC prefix course.
6. Assignment and Course Completion:
   a. Any course assignments that are not submitted by the established deadline will result in a grade of zero (0) for the assignment.
   b. The final course grade may be reduced by up to 15% of the total points earned for behavior that is not consistent with that expected of a professional person, including late assignments or failing to hand in completed assignments. For example if you earn 800 points for completed work, but chose to not complete an assignment, your course grade earned could be a “D”.
   c. Assignment instructions and corresponding rubrics are provided within D2L and will be discussed/explained to students.
<table>
<thead>
<tr>
<th>Requirements</th>
<th>% Grade</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vail Tutorial Certificate</td>
<td>5%</td>
<td>5</td>
<td></td>
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<tr>
<td>HSC Handbook Certificate</td>
<td>5%</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>EQ Work Book Activities and EQ Self-development Plan (Sections One to Five)</td>
<td>25%</td>
<td>250</td>
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<tr>
<td>Leading Change Project (group)</td>
<td>20%</td>
<td>200</td>
<td></td>
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<tr>
<td>Case Studies in Practical Leadership (3)</td>
<td>15%</td>
<td>150</td>
<td></td>
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<tr>
<td>Each worth 50 points</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Quizzes (4)</td>
<td>4%</td>
<td>40</td>
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<tr>
<td>Electronic Health Sciences Portfolio</td>
<td>10%</td>
<td>100</td>
<td></td>
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<tr>
<td>Entrepreneur project</td>
<td>10%</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>IDEA fest (spring semester only)</td>
<td>5%</td>
<td>50</td>
<td></td>
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<td>Midterm Exam (fall semester only, except for Online then both fall and spring)</td>
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<tr>
<td>Participation Points – F2F Discussion Boards - Online</td>
<td>10%</td>
<td>100</td>
<td></td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td></td>
<td><strong>1000</strong></td>
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X. Electronic Communication:

1. Because of ever-increasing reliance on electronic communications to more effectively and efficiently conduct official business with students of the University of South Dakota, certain electronic communication standards must be set by the University. As a result, email and announcements posted in myUSD Portal are considered official forms of communication at the University of South Dakota. It is imperative students understand that portal announcements and the University assigned e-mail addresses associated with the USD account shall be the official means of communication while they are a student and that they are responsible for information conveyed via announcements and email. The University has the right to expect that those communications be read in a timely fashion. Thus, as a student, you are responsible for checking your coyote e-mail account on a daily basis and you are responsible for all communication sent to you through your coyote e-mail account.

2. All formal electronic communication between the department faculty and student will occur via the D2L communication system. You can forward D2L email to your University coyote.edu address.

3. You cannot respond to an email sent from D2L through your coyote account. You will still need to respond to the email through D2L.

4. For more information on using D2L please visit the portal: [http://my.usd.edu](http://my.usd.edu) For access to D2L visit: [https://d2l.sdbor.edu/](https://d2l.sdbor.edu/)

Instructor response time to D2L mail or phone messages:

- I will check messages once during the day Monday through Friday and I will respond by the next business day.
- Weekend messages will be returned as soon as possible on the next business day.
- Feedback on written assignments and assessments will be primarily via the grading rubric and feedback box in D2L. Please call me if you need clarification or additional guidance on an assignment.
- **If you do not receive a response to an e-mail within 24 hours Monday through Friday or if sent on the weekend you have not received a response by the next business day, please call or notify me in person, there may have been an error in sending/receiving the e-mail.**
- NOTE: Feedback on written assignments and assessments will be provided within two weeks of the due date unless otherwise notified.

XI. Technology Requirements:

Students registered for HSC XXX are required to have internet access and a current USD e-mail address. All computers should be able to run the latest editions of operating systems and programs utilized during the course. All course communication will be facilitated within D2L including notices and updates, assignments, drop-box submissions, and grades. Please contact the USD Information Technology Services Help Desk for assistance with D2L.

Office: I.D. Weeks Room 104, (605) 658-6000,
[https://portal.usd.edu/technology/helpdesk/](https://portal.usd.edu/technology/helpdesk/)
1. **Internet browser:** Refer to CDE Online Orientation for this information. The orientation guide contains important information on accessing USD’s resources available to you online.  
   http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx?la=en

2. **Information Technology Services (ITS):** The ITS Help Desk provides prompt, knowledgeable and courteous computing support services.  
   a. ITS Help Desk is located in the I.D. Weeks Library, Room # 104.  
   b. Online Request Form - Create a support ticket with the ITS Help Desk Email Available 24x7:  https://portal.usd.edu/technology/helpdesk/  
   c. Phone Available 24x7  
      i. On Campus: 605-658-6000  
      ii. Toll Free: 877-225-0027  
   d. The ITS campus office is closed on university holidays

3. **Desire2Learn - D2L:** Desire2Learn (D2L) is a course management system that is used by all South Dakota Board of Regents Universities. The Department of Health Sciences faculty uses D2L for all coursework, whether it is delivered on or off-campus. All coursework materials are provided within the D2L course and are available electronically to students 24/7. All course communication is facilitated within D2L including lecture notes, slides, assignments, drop-box submissions, and grades.

4. **Turnitin:** The Department of Health Sciences requires all writing assignments for the Health Sciences Major to be submitted to Turnitin to check for plagiarism. For your convenience, TurnItIn has been integrated directly into the D2L Dropbox tool.

5. **Collaborate Ultra:** Collaborate Ultra may be used for class participation and to share information and documents in an online session. Collaborate Ultra is a new, user-friendly version of Collaborate, available on desktops, laptops, and mobile devices. For the best experience using Collaborate Ultra, participants should use Google’s Chrome web browser. For an orientation guide please visit:  
   https://docs.google.com/document/d/192rZjeIy25tP261-fmE9Q7YQily_tkT66zF891_0oPo/edit?ts=57966337

6. **VAIL (Virtual Academic Integrity Laboratory) Tutor**  
   a. The completion of Vail Tutor is required once per academic school year with a minimum score of 90%.
   b. The tutor is available through the University of Maryland University College at  
      http://www.umuc.edu/current-students/learning-resources/academic-integrity/tutorial/index.cfm. The tutor consists of 4 modules:  
      - Module 1: Understanding Academic Integrity, Plagiarism, and Cheating  
      - Module 2: Understanding How to Avoid Plagiarism: tips and Strategies  
      - Module 3: Documentation Styles: When and How to Use them  
      - Module 4: Plagiarism Policies  
   c. There is a quiz at the end of the tutorial that covers all four modules. After completing and scoring the quiz, your Report of Successful Completion will be available to you. You may retake the quiz as often as needed to achieve the required score. Once you have received the required score, you will need to copy or print and scan your Report of Successful Completion and save. You will then submit the saved Report of Successful Completion to the drop box for this assignment.
Policies

University of South Dakota Student Handbook

http://www.usd.edu/~media/files/student-life/usdstudenthandbook.ashx

**Student Accountability:**
It is the responsibility of the student to know and to adhere to the policies, procedures, and deadlines of the University and the Department of Health Sciences.

**Disability Accommodation**
http://www.usd.edu/student-life/disability-services/accommodation-process

Any student who feels they 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 or as soon as possible after the diagnosis of a disability. 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.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

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

**Diversity and Inclusive Excellence**
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](http://www.usd.edu/office-of-diversity).

**Notice of Nondiscriminatory Policy**
In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy. For additional information, please contact the Director, Equal Opportunity and Chief Title IX Coordinator, Room 205 - Slagle, Vermillion, SD 57069. Phone: 605-677-5651 E-Mail: equalopp@usd.edu.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials at or above the minimum standards for admission and meet any technical standards that may be required for admission to a specific program. If you are a prospective student with a disability and need assistance or accommodations during the admission/application process, please contact the Director of Disability Services, 119B Service Center North, USD, Vermillion, SD 57069. Phone: 605-677-6389 Fax: 605-677-3172 E-Mail: dservice@usd.edu

**Professional Standards of Conduct:**
Professional conduct is expected of every student enrolled in Health Sciences coursework, whether he/she is a declared major or not. Professional conduct is evidenced in behaviors which represent:

1. Ethical conduct
2. Integrity and honesty
3. Accountability
4. Respect for oneself, others and the rights of privacy and confidentiality
5. Appearance and communication consistent with a professional.
6. Respectful behavior in interpersonal relationships with peers, superiors, clients, and their families
7. Adherence to deadlines set by the faculty

**Professional Behaviors Grade**
Students in the Department of Health Sciences are expected to exhibit professional behavior. Evaluation of professional behaviors is incorporated into final course grading. Professional behaviors include but are not limited to: honesty, integrity, accountability, attendance, participation, professionalism, communication, teamwork, leadership and completion of all course assignments.

- The final course grade may be reduced by up to 15% of the total points earned for behavior that is not consistent with that expected of a professional person.
- A student who fails to exhibit professional behaviors may be dropped from the course,
based on the discretion of the instructor.
- A student may be dismissed from the department for unprofessional behavior at the recommendation of the Health Sciences faculty team.

**Course Participation**
Your active participation in the course is required and models that of the professional healthcare provider. It is important that you take responsibility for participating in course discussions and activities as required. All students are expected to read and prepare assigned materials prior to established deadlines.

**Assignments**
All work must be submitted by the required date and time. No credit will be earned for exams or papers that are turned in after their deadlines. In addition, the final course grade may be reduced by 15% of the total points earned.

**Academic Integrity**
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 [www.sdbor.edu/policy/Documents/2-33.pdf](http://www.sdbor.edu/policy/Documents/2-33.pdf).

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

**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 or school that offers the class to initiate a review of the evaluation.
The office of Student Rights & Responsibilities (SRR) is charged with ensuring that the individual rights of students are upheld throughout the university community, while common standards for personal behavior are evidenced by all who enjoy USD affiliation. In addition to administering due process and adjudicating allegations of misconduct, SRR can assist with procedural questions related to SDBOR policy 3:4, the Student Code of Conduct, such as the referral process and resolution options, as well as in identifying available resources to support student success.  


- SRR is committed to fostering an environment of engaged citizenship for students.
- Accordingly, reasoned and civil discourse, integrity and intellectual honesty, and the recognition of the rights of all are encouraged.
- SRR aids in cultivating a campus-wide ethic of accountability through its conduct processes.

Student Appeals for Academic Affairs SD BOR Policy 2:9


Students have the right to initiate the Academic Appeals Policy of the University of South Dakota as a means to redress any form of unjust, oppressive, discriminatory, or fundamentally unfair practice affecting a student’s academic performance and progress. Undergraduate Academic Appeals forms may be found on myUSD Portal. For questions regarding health sciences courses, contact Academic Affairs (Slagle Hall 105, 677-6497), or the Academic Dean of the School of Health Sciences.

Cultural Insensitivity and Bullying

One of the responsibilities and expectations of University of South Dakota students is that they will participate in the creation of a positive climate at USD that welcomes, comforts, and is inclusive of all students in the Residence Halls, classrooms, student organizations, and other parts of the University. Two critical issues that lead to a negative climate for and experience of diverse students are cultural acts of insensitivity and “bullying.” Making fun of or degrading individuals and the groups to which they belong is considered an act of cultural insensitivity. Bullying is defined as unwanted, aggressive behavior that is repeated, or has the potential to be repeated, over time. Bullying is repeated, deliberate, and disrespectful behavior that has the intent of hurting someone else. Teasing; making fun of; laughing at, or harassing someone over time is bullying. Bullying hurts, creates a negative climate, and can disrupt another student’s ability to function, sleep, concentrate, and to be academically successful.
South Dakota Board of Regents Policies

http://www.usd.edu/policies/south-dakota-board-of-regents

Students shall refer to the above link for the most current versions of South Dakota Board of Regents Policies. Sections 1-3 affect all University students.

Student Appeals for Academic Affairs South Dakota (SD) Board of Regents Policy 2:9

Student Code of Conduct SD Board of Regents Policy 3:4