

COURSE SYLLABUS
California State University, Northridge

LEADERSHIP AND DIRECTION IN THE ADMINISTRATION OF HEALTH SERVICES
HSCI 413
Spring Semester 2002

Tu/Th 12:30 to 13:45
Ticket #32108
Room EN2131

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Office Hours:
Mon. 15:00 to 16:00
Tues. 12:00 to 12:30
Wed. 18:00 to 19:00
Thurs. 12:00 to 12:30

Course Description

Lecture, discussion, demonstrations, case analysis. Introduction to the basics principles of leadership and direction for those who are interested in supervision and management of health programs. In addition, a personal assessment of personality type will be conducted. Discussion will cover how this self-knowledge can help in developing leadership capabilities. Prerequisites: HSCI 312, 313 and 314.

Objectives

1. Identify, describe and discuss the theoretical concepts of leadership in health organizations.
2. Analyze and propose solutions for selected organization/management problems and cases in health organizations.
3. Describe, apply and critique selected leadership skills through problem solving, role-playing and simulations relevant to health organizations.
4. Select, analyze, summarize, critique and report on current events on leadership capabilities.
5. Identify and describe personal leadership orientation, styles and strengths.

Expectations

Students are expected to attend each meeting, read all assignments prior to each class, actively participate in class discussion/exercises/self assessment and complete all tasks assigned. It is also expected that the student will become familiar with the current trends in the management process of leadership by actively monitoring relevant activities outside of class.

Required Textbooks

Ross, Austin, Wenzel, Frederick and Mitlyng, Joseph, Leadership for the Future: Core Competencies in Healthcare. Chicago: Health Administration Press, 2002.

Lloyd, Donald, Wegmiller, Donald and Wright, W. Robert, Trials to Triumphs: Perspectives from Successful Healthcare Leaders. Chicago: Health Administration Press, 2001.

Recommended Textbooks

Dye, Carson F., Leadership in Healthcare: Values on the Top. Chicago: Health Administration Press, 2000.

Kovner, Anthony R. and Channing, Alan H., A Career Guide for the Health Services Manager, Third Edition. Chicago: Health Administration Press, 2000.

Kolb, David A., Osland, Joyce S., and Rubin, Irwin M., Organizational Behavior: An Experiential Approach. Sixth Edition, Englewood Cliffs, New Jersey: Prentice Hall, 1995.

Assignments

1. Case Studies

Several case studies have been assigned as part of the formal course requirements. The intent of the case studies is to provide the student with an opportunity to critically think about the issues and problems that confront health care leaders. The cases will help apply practical situations to the leadership theories learned in class.

Some of the cases will be done as part of an in-class group exercise. Others will be assigned and need to be read and completed outside of class as an individual responsibility. For the latter, discussion questions must be answered in writing. The cases selected will be given out the week prior to being due. The student should also be prepared to discuss each of the written cases in class. Only the top two cases will be graded. **Late submission of case studies will not be accepted.**

2. Lead Discussion

Each week, a story or two from the Trails to Triumphs book will be assigned. Each student will be assigned two of these profiles to lead a discussion in class at some point during the semester. The student will not know ahead of time when they are leading the discussion and thus should do the reading ahead of time. Points will be assigned as to how well they lead the class in the discussion and were able to demonstrate a good understanding of the person.

3. Leader Presentation

Each student will prepare a poster and a paper on a health care leader in the Southern California marketplace. The poster and or paper will include a brief description and history of the organization the leader works for, the background and career ascension of the leader selected, and answers to the set of leadership interview questions as designed by the class as a whole. The student will also compare the information obtained from the primary research about the leader's practices to the principles learned during the course. It is due on May 9th. On either May 9, 14 or 16, a short (5 minute) presentation is to be made by the student describing the leader and his/her organization.

4. Current Events

Once a week, students will bring in current events in health care to discuss. These can be from magazine, newspapers, journals, websites or a written report on something viewed (T.V., movie, observation in real life, etc...). These will be discussed in class and turned in (they will not be returned unless requested in advance). No grade will be assigned but they will be used as part of the determination of the points for participation.

5. Examinations

There will be a series of quizzes and a final examination. A variety of testing methods may be used, for example multiple choice, matching, short answers and essays. All tests are closed book. The quizzes will only cover the material reviewed since the last test. Only the top four quizzes will be counted towards the final grade. **Quizzes will not be offered except in class on the day scheduled.**

The final examination will be given on Tuesday, May 21 from 12:45 to 14:45. It will cover the whole semester's course work and be related to the leadership theories and practices reviewed in class, including personal assessments.

6. Service Learning / Term Paper

Students can choose between completing a term paper on health care leadership or completing a service-learning component to the course.

For service learning, a minimum of 20 hours of volunteer work, plus certain forms filled out, will be required to receive the maximum number of points. The service learning must be working with the disabled population so as to gain a new/renewed appreciation of their situation. This can be in a variety of settings. The location and duties assigned must be approved before starting the assignment. A reflection journal is a requirement if this choice is taken. Discussion based on activities written in the journal will be shared in class so as to assure the course content is interwoven in the service learning experience.

For the term paper, the topic must be preapproved by the instructor on an issue pertinent to health care leadership. It must be researched based and have an outline submitted for review

prior to completing the paper. The paper should be with 12 to 16 double-spaced, 12 font pages. Proper grammar, spelling and referencing are considered important and will be reflected in the final grade. **Time extensions for submission of the paper will not be granted.** The paper must include the following elements:

- Title Page
- Table of Contents (number your pages)
- Body of Paper
 - Introduction
 - Review of Literature
 - Analysis
 - Conclusions
- Bibliography
- Appendices (if needed)

7. Simulation Exercise

On May 7th, a simulation exercise will be conducted. This is an opportunity to apply some of the principles learned in class to a hypothetical health care situation. Even though there is no direct grade for this class assignment, the participation portion of the grade could be influenced, in part, by observing particular students' active learning process.

8. Extra Credit

At the instructor's discretion, extra credit may be offered to the class when an appropriate learning opportunity is available. The maximum number of points that can be used for extra credit is 15.

Evaluation

Grades are based on the quality and thoroughness of the work presented. Letter grades will be assigned to the products produced and valued as follows:

Case Studies	(10 points each x 2)	20 points
Lead Profile Discussion	(10 points x 2)	20 points
Leader Presentation	(20 points written / 10 points oral)	30 points
Quizzes	(15 points each x 4)	60 points
Service Learning / Term Paper	(25 points)	25 points
Final Examination		25 points
Attendance and Participation		<u>20 points</u>

TOTAL

200 points

A = 200 – 182
A- = 181 - 180
B+ = 179 – 178
B = 177 – 160
B- = 159 – 158
C = 157 – 136
D = 135 – 116
F = 115 and below

HSCI 413 Outline

Jan. 29	Introduction to class and each other	
Jan. 31	Challenges to healthcare leaders today	L Ch. 1
Feb. 5	Core Competencies	L Ch. 2
Feb. 7	Human Resources	KA 2
Feb. 12	Governance	L Ch. 3
Feb. 14	Governance and Organizational Dynamics (QUIZ 1)	KA 1
Feb. 19	Strategy Development	L Ch. 4
Feb. 21	Strategic Planning and Development	KA 4
Feb. 26	Physician Relationships	L Ch. 5
Feb. 28	Communications and Public Relations (CASE 1)	KA 6
Mar. 5	Ethics and Values (QUIZ 2)	L Ch. 6
Mar. 7	Legal and Ethical Issues	KA 9
Mar. 12	Quality and Value Enhancements	L Ch. 7
Mar. 14	Quantitative Analysis and Modeling (CASE 2)	KA 8
Mar. 19	Public Health and Community Involvement	L Ch. 8
Mar. 21	Community Health and Managerial Epidemiology (QUIZ 3)	KA 7

Mar. 25 – Mar. 30	Spring Break	
Apr. 2	Health Policy and Law	L Ch. 9
Apr. 4	Organizational and Healthcare Policy	KA 10
Apr. 9	Integrative Medicine	L Ch. 10
Apr. 11	Decision Making	L Ch. 11
Apr. 16	Information and Information Systems (CASE 3)	KA 5
Apr. 18	Risk Taking (QUIZ 4)	L Ch.12
Apr. 23	Financial Management and Economics	KA 3
Apr. 25	College Bowl at Loma Linda University (NO CLASS)	
Apr. 30	Team Building	L Ch. 13
May 2	Preparation for Simulation Exercise	
May 7	Simulation Exercise	
May 9	Conflict and Confrontation	L Ch. 14
May 14	Professional Mentoring (QUIZ 5)	L Ch. 15
May 16	Managing your Career	L Ch. 16 and Epilogue
May 21	Final Examination 12:45 to 14:45	

Additional Note:

The Student Conduct Code will be strictly enforced as per the guidelines listed in the 2000-2002 CSUN Catalog Appendices. Please read especially the sections on the Student Discipline and Academic Dishonesty (pages 551 to 554). Also any student needing accommodation for a disability should meet with the National Center on Deafness or the Students with Disabilities Resources Office to initiate disability verification and discuss reasonable accommodations that might be necessary to ensure full participation in the successful completion of the course requirements.