**HSW 385~ Professionalism & Leadership in HC: FALL 2023**

**Professor: Dr. Jodi Olmsted**

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**Bookings Calendar:** [Dr. Jodis Calendar](https://outlook.office365.com/owa/calendar/DrJodiOlmstedExtendedCampusUWSPappointmentavailability@uwspedu.onmicrosoft.com/bookings/)

To learn more about your professor, read [campus directory listing](https://www.uwsp.edu/directory/profile/jodi-olmsted/) or watch the [instructor video](https://uwspedu-my.sharepoint.com/courses/475787/pages/meet-your-instructor-jodi-olmsted?module_item_id=12711105)

**Calendar** : to be distributed.

**Course Description & Competencies:**

Introduction to & application of ethics, values & dispositions of leaders entering healthcare. Focused skill development in collaboration, relationship development, and courage to practice vulnerability as a leader are practiced. Consideration of interprofessional issues & solutions in context of all Health Science & Wellness (HSW) roles are examined.

1. Demonstrate (affective, internalization; cognitive, application) culturally sensitive, ethical & professional behavior as future professionals.
2. Respect (affective, internalization) professional codes of conduct.
3. Take responsibility (affective, valuing) for ethical & legal considerations relating to HC practices & environments.
4. Develop (affective, internalization, cognitive, application) leadership philosophy & ethical practice skills.
5. Explore (cognitive, analysis) organizational leadership theories & management processes.
6. Explore (cognitive, analysis; cognitive, application) developing educational materials & learning objectives.
7. Demonstrate (cognitive, application, affective internalization) confidentiality, conflict resolution teamwork, vulnerability & relationship development skills.
8. Apply (cognitive, application; affective, responding) management skills~ cooperative & confrontational skills, conflict resolution, appreciative inquiry, active listening.
9. Consider & identify (affective, responding, cognitive, analysis) multiple solutions for interprofessional issues & ethical dilemmas.
10. Reflect (affective, responding, cognitive, analysis) on personal strengths and weaknesses as future HC leaders.

You will *practice & apply the skills you are developing* within the context of the course, while considering your role within the  Health Science & Wellness (HSW) professional world.

**Learning Resources  Textbook~ Text Rental**

           Professionalism in Health Care  
           Edition: 5th  
*ISBN 13: 978-0-13-441567-3  ISBN 10: 0-13-441567-1*  
           Author: Makely  
           Publisher: Jones & Bartlett Learning   
           Format: PAPERBACK/E Version

[www.pearsonhighered.com](http://www.pearsonhighered.com)

Additional materials as excerpted online within course lessons.

**Grading**

Grades will be assessed using a variety of methods to include discussions, critical papers, group work & providing professional feedback while developing as a future leader using systems based approaches for  action in rural & urban community settings.

| Course Evaluation | |
| --- | --- |
| **Item** | **Percent** |
| Leadership Assessment Results | 5% |
| Discussions (in class/online) | 7.5% |
| Professional resume (provided format) | 15% |
| Professional development plan & proof of action/completion (PDP) | 12.5% |
| Quizzes, tests | 12.5% |
| Educational material development | 12.5% |
| Group/teamwork | 10% |
| Leadership statement | 10% |
| Community service AND/OR Professional engagement~ 10 hrs. | 15% |
| TOTAL | **100%** |

Grades are based on actual achievement, and are **NOT** rounded: percentages provided are of total possible course points earned.

|  |  |
| --- | --- |
| Grading Scale | |
| **Percent** | **Letter Grade** |
| 94–100% | A |
| 92–93.99% | A- |
| 89–91.99% | B+ |
| 85–88.99% | B |
| 83–84.99% | B- |
| 81–82.99% | C+ |
| 75–80.99% | C |
| 70–74.99% | C- |
| 66–69.99% | D |
| 0–65.99% | F |

**Discussions**

Discussions for this class allow you to not only address the concepts covered, but also to interact with the other students & your instructor. Discussions aid in your application of class material while engaging in appropriate communication techniques. They can also help you generate ideas that can be applied to your review & application of current events & scientific (juried, journal findings) with current events.

Note A [rubric](https://uwspedu-my.sharepoint.com/courses/475787/pages/discussion-rubric) is provided to guide your work.

Full participation in ONLINE discussions includes:

1. A response to the question(s) or overall concept(s)posted by the instructor. Your post must be complete by Mondays, NOON, and follow-up (reply posts) by Friday during the week of the discussion. Your initial posts should include scientific reasoning for your responses & must be supported by at least **two** valid and reliable resources. Discussions will be further elaborated on in face to face (F2F) sections.
2. Read and address the overall concept of another person’s post. Read their post in its entirety and refer to the resources they use in order to better respect and interpret their reasoning. Your response must summarize what you learned from your peer’s post, including information obtained from reviewing their listed resources and any additional resources you may have found. This portion must be completed by the Friday (midnight)  during the same week following initial posting for the discussion.
3. Indicate at least one key aspect from the discussion and how you can incorporate it in professional practice.   Always consider a variety of lenses/worldviews: social justice, economic, systems thinking, legal, political, ethical & moral viewpoints.  This portion of discussions must be completed by Friday (midnight) during the week following initial posting for the discussion.
4. Some discussions will take place during F2F rather than online, so prepare in advance by reviewing the various videos associated with the lesson & be prepared to share & respond together with your classmates !

**Schedule a Meeting with Dr. Jodi**

If you have questions, issues/concerns, or need support during your project or wrapping up your learning portfolio, please use the button below to schedule a time to meet with Dr. Jodi.

[**Dr. Jodi's Booking Calendar**](https://urldefense.com/v3/__https:/outlook.office365.com/owa/calendar/DrJodiOlmstedExtendedCampusUWSPappointmentavailability@uwspedu.onmicrosoft.com/bookings/__;!!OgRYtnnXsQ!bhAzwJyjckCkwckiO11eFtX1m_APFVYjH6MUhQvVE-sPaIRoIZP1YbIamf8OiQPA%24)

**Office Hours & Communication Expectations**

All of your questions and concerns are important, and I will address them as best and efficiently as I can. See the following table for guidelines on my typical response times.

All times are expressed as **US Central Time**.

For international students: US Central Time is Universal Coordinated Time (UTC) -5 or -6, depending on whether or not [Daylight Savings Time](http://www.timeanddate.com/time/change/usa/madison) is in effect.

| Office Hours | |
| --- | --- |
| **Time** | ***Email Response Time*** |
| Monday through Friday (except We’d) office hours:   10am-1:00pm | Prompt; I will get back to you as soon as possible. |
| Monday -Friday & Wednesday Outside of office hours | By next business day |
| Saturday & Sunday | Typically no longer than 18-24 hours |

**Policies & Procedures**

**Staying Current & Course Contact**

The instructor reserves the right to make appropriate changes to the course schedule & course content at any time during the course. Often these changes are influenced by your feedback and experience and are designed to better target key skills and enhance your education. The course is scaffolded to keep students on track/target for completing the various learning activities & deliverables in a timely manner. While you can work ahead, you will find if you fall too far "behind" you run the risk of not completing the course. Additionally, there are structured group activities/experiences you need to be involved in & prepared for. In the workforce, we cannot let our teammates down, so make sure you connect with your teammates to complete assigned course work as required.

*You are strongly advised to check the learning management system (CANVAS) & campus generated email several times a week* to make sure all course work is completed on time. ***Professor sends routine emails & may provide recorded podcasts to assist you. Your CAMPUS email is the only one that will be used for course communication.  Please make sure you are checking it regularly.***

**Homework Submission**

***Homework for evaluation will NOT be accepted via email.*** If learners would like formative feedback prior to submission for formal grading, learner can send documents at least 72 hours in advance of submission for feedback for improving work for grading.  If you have missed an established deadline, you will need to make a request to be able to upload your work into the Course Management System (CMS) .  Late assignments will be accepted WITHIN REASON. If you need significantly more time with an assignment than provided for the course, please plan to meet with & speak with me about why. It is likely we can figure out an amenable solution.  In fairness, I cannot do for one student what I am not able to do for others as it violates the basic principle of justice, but justice/fairness does not mean a reasonable extension cannot be worked out.

**OOPS Clause:**  Life has an uncanny way of getting busy at the worst possible times. I expect this is true for us all. To help "ease" the struggle of a busy, hectic life you can use the "OOPS Clause". The "OOPS Clause" allows you to submit an individual (not group work) project at a later, negotiated time, take a quiz/test after the deadline has pasted; or alternatively, can have ONE retake if you are not satisfied with your earned score. Every student can use the "OOPS Clause" ONE time during the term. If you think you would like to use your "OOPS" email me to discuss circumstances. You may NOT use "OOPS" related to group work. If you miss group work, your earned score will be recorded as 0.

**Academic Integrity**

You are expected to maintain high standards of ethical conduct and academic integrity during the course. Any student found to have committed acts of academic dishonesty such as cheating, plagiarizing, copying from other students, allowing others to copy from you, copying from the internet, recycling & repurposing old papers or disrupting the class may result in disciplinary action including a failing grade. UWS Chapter 14 & 17 rules WILL be enforced.

**Online & Classroom Civility**

The University expects you to be a responsible member of this learning community by being civil in our interactions with each other & ethical in our academic conduct.  As members of this class, we are members of a larger learning community where excellence is achieved thru civility. Courtesy is reciprocated and extends beyond our local setting, whether in future employment, classes, or communities. Civility is not learned individually, it is practiced as a community.  Here are some of our expectations about civil conduct in class:

* I want you to feel comfortable by assuring we refer to each other the way you prefer. Thus, please share your preferred pronouns in ZOOM settings and/or with classmates, myself, and your groups. If you have a particular Name or NICKNAME you prefer, please let me know or I refer to the default name as listed in the course roster.
* You will be working together in various discussions & collaborative workgroups (CWGs). Collaboration is a main approach to this course. If/when you are working with classmates, you are expected to conduct yourselves with candor, kindness & respect.
* UWSP values an inclusive, welcoming environment. Bias incidents undermine the Universities institutional values and are defined as "something a person does, says, or otherwise expresses that is motivated by bias related to another person's social identify. Please report or learn more about bias/hate incidents thru the Dean of Students webpage on the [Bias Report](https://cm.maxient.com/reportingform.php?UnivofWisconsinStevensPoint&layout_id=2) form.

**Accessibility Accommodations**

Students with documented disabilities have the right to request information and necessary accommodations from their University, as stipulated within Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students interested in requesting academic accommodations must contact the Accessibility Services office to begin the application process. Please be advised that the eligibility determination process and, once approved, the implementation of accommodation services could take several weeks. It is important for students to be proactive and initiate the process early to ensure accommodation is in place by the time they will be needed.

**Course Content Statement**

Our classrooms (face to face or online) provide a space for the critical and civil exchange of ideas. Some topics will include images, readings, and other content that some students may find offensive or uncomfortable based on their context. A liberal arts education is designed to inform, confront, and challenge socially accepted norms so you examine your personal value systems and views in the world around you. We will do our best to forewarn students about potentially disturbing course content and ask all students to help to create an atmosphere of mutual respect and sensitivity. Finally, we ask that you make faculty aware, via email, of any content you find especially concerning. These will be addressed on an individual basis in a strictly confidential manner.

**Student Course Resources**

Self-train on Canvas through the [Self-enrolling/paced Canvas training course](https://uwspedu-my.sharepoint.com/enroll/FNRAL8)

[UWSP Student Support Resources](https://uwspedu-my.sharepoint.com/courses/195109/pages/uwsp-student-support-resources)- view this page to access UWSP resources available to students.

[Online (Virtual) Office Hours](https://uwspedu-my.sharepoint.com/courses/195109/pages/online-virtual-office-hours) - view instructions for scheduling and attending online office hours.

[Text Rental Information for Online Students](https://uwspedu-my.sharepoint.com/courses/195109/external_tools/retrieve?display=borderless&url=https%3A%2F%2Foffice365-iad-prod.instructure.com%2Flti%2Flinked-share-item%2F111558%2Frce_content_item_selection)- online students have access to rental textbooks, view this document for more information.

**STUDENT EXPECTATIONS**

In this course you will be expected to complete the following types of tasks.

* communicate via email & synchronously via conferencing software as applicable
* download and upload documents to the LMS
* view videos, listen to audios & read documents both online & in book-form
* upload documents to LMS (Canvas) for submitting assignments; assignments are NOT accepted via email for evaluation
* submit work early or by due date/time.  Lateness is NOT acceptable as future professional employees.
* participate in asynchronous online discussions

**COURSE STRUCTURE**

This course content is available entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page (Links to an external site.)](https://www.uwsp.edu/canvas/Pages/default.aspx). If you have not activated your UWSP account, please visit the [Manage Your Account (Links to an external site.)](https://www.uwsp.edu/infotech/Pages/Account/Manage-Your-Account.aspx) page to do so.

**TECHNOLOGY**

**Protecting your Data and Privacy**

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. [https://www.wisconsin.edu/dle/external-application-integration-requests/ (Links to an external site.)](https://www.wisconsin.edu/dle/external-application-integration-requests/)

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

* Use different usernames and passwords for each service you use
* Do not use your UWSP username and password for any other services
* Use secure versions of websites whenever possible (HTTPS instead of HTTP)
* Have updated antivirus software installed on your devices

**Course Technology Requirements**

* View this website to see [minimum recommended computer and internet configurations for Canvas (Links to an external site.)](https://community.canvaslms.com/docs/DOC-10721).
* You will also need access to the following tools to participate in this course.
  + a stable internet connection (don't rely on cellular)

**UWSP Technology Support**

* Visit with a [Student Technology Tutor (Links to an external site.)](https://www.uwsp.edu/tlc/Pages/techTutoring.aspx)
* Seek assistance from the [IT Service Desk (Links to an external site.)](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) (Formerly HELP Desk)
  + IT Service Desk Phone: 715-346-4357 (HELP)
  + IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

**Canvas Support**

Click on the  button in the global (left) navigation menu and note the options that appear:

|  |  |
| --- | --- |
| Canvas Support | |
| **Support Options** | **Explanations** |
|  | Use **Ask Your Instructor a Question**sparingly; technical questions are best reserved for Canvas personnel and help as detailed below. |
|  | **Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level. |
|  | **Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty. |
|  | Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7. |
|  | **Search**ing **the**[**Canvas guides** (Links to an external site.)](https://community.canvaslms.com/docs/DOC-10701) connects you to documents that are searchable by issue. You may also opt for [**Canvas video guides** (Links to an external site.)](https://community.canvaslms.com/docs/DOC-3891)**.** |
|  | If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea**avenue. |

*All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.*

**TUTORING AND OTHER ACADEMIC SUPPORT RESOURCES**

[UWSP Student Support Resources](https://uwspedu-my.sharepoint.com/courses/194831/pages/uwsp-student-support-resources)- view this page to access UWSP resources available to students.

I recommend READING completely & thoroughly thru this document, and sharing any questions you may have during our first synchronous course meeting.

Similarly, the course calendar provides detail of when classes assignments are due. It is expected assignments are submitted early or on time. All assignments must be submitted thru the LMS rather than sending to the course facilitator via email.

**Additional Course Resources & Reference Texts excerpted for reference thru course content :**

*Excerpted and utilized as a reference online and as practical exercises.*

Borkowski, N. (2005) ~ Organizational Behavior in HC ISBN: 978-0-7637-4768-8.

Rosenberg, M. (2005). We Can Work It Out: Resolving Conflicts Peacefully and Powerfully,

ISBN:978-1-892005-12-0. *Excerpted online as reference and lessons in conflict management.*

Filan, G. & Karre, I. (Eds). (2009). Leadership Development Institute Handbook,

The Chair Academy for Leadership Training and Development:  ISBN: None provided.

*Excerpted Online and utilized as a reference text.*

Glanz, J. (2002), Finding Your Leadership Style,

ISBN: 0-87120-692-7.*Excerpted and utilized as a reference and as practical exercises.*

WIDS (2006). Designing and Assessing Learning,

WTCS Foundation, Inc.  Worldwide Instructional Design System ISBN: 1-57049-219-0.

*Additional texts and materials may be used as necessary*

Brandt & Reese (1996). Effective Human Relations in Organizations, 6th Ed*.,* 1996

ISBN: 0-395-74005-3. *Excerpted online and utilized as a reference text.*

**Accreditation**

UWSP is nationally accredited. As part of accreditation processes, your work is routinely used to illustrate achievement of performance and learning outcomes. If you do not want your course materials used for this process, please inform your course facilitator at the beginning of the semester. All information is used in aggregate, and not segregated. Work may be used as examples illustrating achievement of accreditation requirements.

**What I expect: COLLEGE-LEVEL LEARNING**

This is an upper division college course. As such, it is not an exercise in memorization or quickly thumbing through the text to find the "right" answers.  All grades will be earned upon the basis of how well you are able to apply the information you are learning for completion of a series of activities while travelling the "Pathway of Transformational Leadership".  This will require you  read, view and listen to information, but to analyze all this in the context of using this information for performance as an employee in professional settings.  Readings, audio & video materials provide you with foundational knowledge for applying their content & synthesizing the information you gain from them.  As you work your way through your assigned work, be aware of the presenters' purpose.    As we move through the course, I will provide guidance about developing practical, applied professional skills for the world of employment beyond school.

Challenging your own personal assumptions, considering viewing issues through varying lenses while reviewing one another’s arguments allows for developing precision in making our own arguments.  There are also proper ways by which we can show respect to one another even as we strongly disagree.  Learning, and using, positive conflict resolution techniques is imperative to not only "agreeing to disagree", it allows us to do so professionally & respectfully.  Showing disrespect is, of course, the fastest way to lose influence with the person with whom you are speaking.  Once you have done this, your chance of convincing that person of your argument is likely lost as well.

An education grounded in social justice should enhance your understanding of the human, lived experience, but also enhance your ability to convince others of those applications.  In this course, you will, therefore, not only be learning "content" about a variety of leadership tools for practice,  but developing skills you should use the rest of your lives.

To be successful, you will have to work diligently.  This begins by committing yourself to the process of learning.  ***You should be prepared to study 2-3 hours per week for each hour of credit.  This is a 3-credit course and as such will require a minimum of  6-9 hours per week of your time.  I certainly understand that it might be possible for you to “get by” devoting far less time, but, by doing so, you will not likely gain the full benefit of the course, earn the grade that you are capable of, or, indeed, get your full money’s worth.*** You are paying a lot for your education.  Make it a good investment.

**TIME MANAGEMENT**

My best advice to you is to pay close attention to the organizational structure of the course, read my lesson posts and feedback carefully, and study your course materials with a careful and critical eye***.  I would also recommend that you develop a study schedule that allows you to approach the material several times during each week.  It is usually poor planning to try doing all your weekly work at one sitting, especially if this is at the last moment.  Educationally, you are not embedding information at a deeper level for use. Repetition, frequent interaction with concepts, practice and reflection allows for development of skills at a deeper level.***

Education psychologists and the vast majority of students I have known agree that it is far more efficient to divide your study time into several blocks, the length of which are determined by your own ability to focus and remain focused, with purpose.  You will find that as you advance in your education, the length of these blocks, which might start out as small as 30 minutes, will grow.  The more frequently you approach your lessons with a fresh mind, the more you will absorb.  Repetition is important, so do not just read something once and move on.  Read the assignments for each lesson, take notes, and then, before you begin your next lesson, review your notes from the last lesson.  It is also useful to exchange notes with a classmate colleague, provided that you are both doing all the work.  Equally, after I provide feedback for discussions or assignments, re-read these comments so  you can apply this feedback to your next assignment.  Discussions in the "Shared Vision" lessons will challenge your assumptions of human nature, and you will be required to make connections between those materials with several  later lessons. It  makes most sense to think creatively during your study time about how the information and ideas learned in each lesson relate to those of other lessons, along with you building answers for addressing the central course questions.

Finally, whenever you need any additional help of any kind, please feel free to ask.  I am a professor in a public university system, which means my purpose is to provide you, a member of the public, with the best education possible.  If you are having trouble, I will try to help.  That’s what public employees are for.

**RELIGIOUS BELIEFS**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

**Incomplete Grades**

Incompletes are provided for unusual and extreme cases.

***Course facilitators reserve the right to make changes to syllabi, or course content at their discretion anytime during the term. Any in class announcements (either verbal or written) are considered an official addendum to the syllabus. It is the students’ responsibility to know what changes have been made.***