

**Health Leadership:  
A guided journey to personal and professional growth for health professionals  
PHM 290W, Spring 2017**

**Course Coordinator:** Dr. Chris Frei, PharmD, MS, FCCP, BCPS  
**Location:** Rm. 3.410, McDermott Clinical Sciences Building,  
 UT Health Science Center, San Antonio, Texas  
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**Office Hours:** Thursdays (9-11am); alternate times by request

**General Course Description:**

This introductory course will help health professionals from dentistry, medicine, nursing, pharmacy, and other health disciplines to develop skills necessary to: (1) identify and establish professional goals, (2) build and lead teams, (3) delegate effectively, (4) resolve conflicts, (5) network for career advancement, (6) document leadership experiences/abilities on their *curriculum vitae* and in their recommendation letters, and (7) demonstrate their leadership abilities during job interviews.

**Course Format:**

*Required Course Activities*

Course registrants will participate in **online asynchronous** presentations, homework assignments, and tests. They will complete a **team project**. Teams of two students/team will identify a health leader in their local area. Then, the students will conduct and record a **video interview** with that health leader. Finally, the students will watch one another's videos and will apply what they have learned in this course to identify leadership qualities and attributes displayed by the leader.

Each weekly presentation will have a **pre-test** and **post-test**. Participants will receive a participation grade (0% or 100%) for answering all questions on the pre-test and a numeric grade (0% to 100%) for correct answers on the post-test. The presentation, pre-test, and post-test will be handled according to the following weekly schedule:

MONDAYS @ 5:00PM	WEDNESDAYS @ 11:59PM	SUNDAYS @ 11:59PM
Pre-test posted	<b>Pre-test due</b>	<b>Post-test due</b>
Presentation posted	Post-test posted	<b>Homework due</b>

*Optional Course Activities*

Course registrants are encouraged to participate in office hours. During these meetings, students may ask questions about the weekly presentations or homework. The coordinator may discuss leadership cases to stimulate student thought about key leadership decisions in the health care workplace. Students might also talk about their leadership experiences, goals, strategies, etc. This is an opportunity for the course

coordinator to learn about the participants and their leadership aspirations. The course coordinator will use this information to adapt future course presentations and homework assignments to ensure those are relevant for course participants. These meetings will also be used to obtain timely feedback about the course content and format. It is very important to the course coordinator that this course is helpful to participants. Finally, course registrants may also participate in a **convocation event** at the end of the course.

### Required Book and YouTube Video:

There is one required textbook for this course (#1 below). Beware of second-hand copies as you will need a copy that contains the unique access code to the Strengths Finder assessment tool. Each code is valid for one user only. Do not buy the book if the packet in the back of the book has already been opened. There is also a required video that can be watched, free of charge, on YouTube (#2 below).

1. Tom Rath, Strengths Finder 2.0, 2007.
2. Randy Pausch, The Last Lecture: Really Achieving Your Childhood Dreams, 2007, last accessed 4/1/14: [http://www.youtube.com/watch?v=jj5\\_MqicxSo](http://www.youtube.com/watch?v=jj5_MqicxSo)

### Recommended Books:

Many of the ideas in this course come from classic books on leadership, mentoring, and coaching. Course participants will find these materials useful to help them master the course material; however, these books need not be purchased solely for this course:

1. Stephen Covey, The 7 Habits of Highly Effective People, 1989.
2. Patrick Lencioni, The Five Dysfunctions of a Team: A Leadership Fable, 2002.
3. Jim Collins, Good to Great, 2001.
4. John C. Maxwell, Mentoring 101, 2008.
5. Laura Bonetta, Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty, 2006.
6. Kathy Barker, At the Helm: Leading Your Laboratory, 2nd Edition, 2010.
7. Handelsman et al. Entering Mentoring: A Seminar to Train a New Generation of Scientists, The Wisconsin Program for Scientific Teaching, 2005.
8. Rosalie Maggio, The Art of Talking to Anyone, 2005.
9. Dale Carnegie, How to Win Friends and Influence People, 1998.
10. Caballero J, Clauson KA, Benavides S. Get the Residency, ASHP's Guide to Residency Interviews and Preparation, 2014.
11. Liz Wiseman, Multipliers: How the Best Leaders Make Everyone Smarter, 2010.
12. Roy Spence. It's Not What You Sell, It's What You Stand For. Why Every Extraordinary Business is Driven by Purpose. 2011.
13. Joan Henshaw, How to Delegate, 2013.
14. Donna Genett, If You Want It Done Right, You Don't Have to Do It Yourself! The Power of Effective Delegation, 2004.

**Web Resources:**

The **official Canvas® website** for this course can be accessed either through UT Direct or via <http://courses.utexas.edu>. Either access point is UTEID-protected, and provides you links to the courses in which you are currently enrolled. You must visit this site multiple times each week to download content and submit homework assignments. You will take your tests on the Canvas® website. The Canvas® website will be used for official, course-related announcements and to exchange class information and questions via the discussion board. All messages posted to the discussion board are available to all enrolled participants and faculty. If you encounter problems with accessing Canvas® please contact the ITS helpdesk at: 512-475-9400.

When video- or voice-recordings are made available by the College of Pharmacy for any course, they are intended solely for the purpose of review by participants currently enrolled in the that course. Faculty and participants utilizing class video- and voice-recordings should be careful to not compromise the privacy of either themselves or other users (<http://registrar.utexas.edu/students/records/ferpa>), or the rights of the presenter. Any additional distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and participants identifiable on the recording.

**Class Attendance & Participation:**

Participants must complete tests and homework assignments by the due date. Most weeks, there will be a pre-test due by Wednesday @ 11:59pm and a post-test and homework assignment due by Sunday @ 11:59pm. In addition, participants are strongly encouraged to participate in the weekly office hours.

**Examinations and Grading Policy:**

The semester grade will consist of points accumulated from pre-tests, post-tests, homework assignments, and the group project. Tests and homework will be cumulative as later topics build upon basic principles introduced in earlier class sessions. All assignments, except for the group project, are to be completed **independently**. Weighting for each category is based on the number of items in that category.

Pre-tests	25% of the final course grade
Post-tests	25% of the final course grade
Homework assignments	25% of the final course grade
Group project	25% of the final course grade

For all of these, the participant’s grade will be reduced by 25% each day that a test, homework assignment, or group project is late. After it is late for four days, the participant will not receive any points for that test, assignment, or group project.

No allowances will be made for a test, homework assignment, or group project being missed, other than documented illness or emergency. The participant must contact the course coordinator for confirmation prior to the test. If permission is granted to delay the test, it is the participant’s responsibility to complete the College Form titled “Student

Request for Alternate Exam Time” for final consideration and final approval by the Faculty member. In this event, the nature of the make-up will be at the discretion of the course coordinator (oral, written, increased weighting on the final, etc.). An unexcused absence from an exam may result in a grade of "zero" for that exam.

Your homework assignments will be scored and returned to you within a reasonable time. If there is a disagreement over your score, the course participant should submit a written explanation via email (with appropriate documentation) to the course coordinator within 72 hours of the assignment being returned. Documentation may include statements from books, handouts, packets, or current scientific reprints; your lecture notes are *not* authoritative documentation. The explanation must be clear, rational, and concise. This policy does not apply to addition or other grading errors; corrections will be made when identified. Note that the course coordinator will not respond to reconsideration requests until the deadline has passed, so do not expect an immediate response to your request (be patient). Only after reconsideration requests are handled by *all* faculty involved, will the grades will be updated online.

**Final Grade Policy:**

The letter grade in this course will be determined based on the following scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 65-69%

F = Below 65%

It is the prerogative of the course coordinator to evaluate course grades and determine if an upward curve or intermediate grades (i.e., B+) are warranted.

**Academic Integrity:**

Students are expected to work **independently** on tests and homework assignments. Any participant suspected of dishonesty will be reported to the Dean of the School or College, as per University regulations, with the recommendation that an “F” be assigned for the course grade. Participants are expected to have read and understood the current issue of the General Information Catalog published by the Registrar's Office for information about procedures and about what constitutes scholastic dishonesty. Also, participants should refer to the Student Judicial Services website to access the official University policies and procedures on scholastic dishonesty as well as elaboration on what constitutes scholastic dishonesty.

**Participants with Disabilities:**

“Participants with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or [www.utexas.edu/diversity/ddce/ssd](http://www.utexas.edu/diversity/ddce/ssd).” All University rules concerning accommodations must be followed, including the participant arranging for special accommodations **prior to each examination**. In the absence of such **prearrangement**, it will be assumed that the participant is not requesting special accommodations for that exam, and will be

expected to take the exam with the rest of the class at the regularly scheduled exam time.

**Religious Holidays:**

If you will miss a test, homework assignment, or a project in order to observe a religious holy day, you must notify the course coordinator during the first week of class so that arrangements for all such participants can be made for the full semester.

**Emergency Procedures:**

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Participants requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- If you have concerns about another participants behaviors, particularly if you believe they could potentially harm themselves or others, do not hesitate to contact the Behavior Concerns Advice Line (BCAL): 512-232-5050

**Campus Concealed Carry:**

Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at <http://campuscarry.utexas.edu/info-sheets>. Information about “Campus Carry” on the UTHSCSA campus can be found at <https://www.uthscsa.edu/police/campus-carry/implementation-overview>.

### Course Schedule

Week	Date	Assignments	Instructor	
1	1/16 (MON)	Content Homework	<b>Course &amp; Video Introductions</b> Post introduction video.	Frei
2	1/23 (MON)	Content Homework	<b>The Last Lecture</b> (Pausch, <u>The Last Lecture: Really Achieving Your Childhood Dreams</u> , 2007) Post Pausch comment.	Frei
3	1/30 (MON)	Content Homework	<b>Personal Strengths</b> (Rath, <u>Strengths Finder 2.0</u> , 2007) Complete Strengths Finder survey. Post results.	Frei
4	2/6 (MON)	Content Homework	<b>Self-Management</b> (Covey, <u>The 7 Habits of Highly Effective People</u> , 1989) Prepare and share your personal Mission Statement.	Frei
5	2/13 (MON)	Content Homework	<b>Public-Management</b> (Covey, <u>The 7 Habits of Highly Effective People</u> , 1989) Establish one, three, and five-year leadership goals.	Frei
6	2/20 (MON)	Content Homework	<b>Curriculum Vitae</b> Update your personal CV to emphasize leadership.	Frei
7	2/27 (MON)	Content Homework	<b>Team Leadership Part 1</b> (Collins, <u>Good to Great</u> , 2001) Explain the “Hedgehog Concept.”	Frei
8	3/6 (MON)	Content Homework	<b>Team Leadership Part 2</b> (Collins, <u>Good to Great</u> , 2001) Explain the “Hedgehog Concept.”	Frei
n/a	3/13 (MON)	SPRING BREAK		
9	3/20 (MON)	Content Homework	<b>Team Leadership Part 3</b> (Wiseman, <u>Multipliers</u> , 2010) Explain how you can make your team smarter.	Frei
10	3/27 (MON)	Content Homework	<b>Recommendation Letters</b> Write/revise your own recommendation letter to emphasize your leadership abilities/experiences.	Frei
11	4/3 (MON)	Content Homework	<b>Mentoring</b> (Maxwell, <u>Mentoring 101</u> , 2008) Describe a good leadership mentor.	Frei
12	4/10 (MON)	Content Homework	<b>Networking &amp; Thank You Notes</b> (Maggio, <u>The Art of Talking to Anyone</u> , 2005) Write and mail five “thank you” notes.	Frei
13	4/17 (MON)	Content Homework	<b>Delegation</b> (Henshaw, <u>How to Delegate</u> , 2013) (Genett, <u>If You Want It Done Right, you Don’t Have to Do It Yourself</u> , 2004) Practice Henshaw’s “Elimination Exercise.”	Frei
14	4/24 (MON)	Content Homework	<b>Health Leader Interviews*</b> Watch at least two of the videos posted here. Write a short essay to compare and contrast what is said in the video with the material covered in this course.	Frei
15	5/1 (MON)	Content Assessment Homework	<b>Conclusion &amp; Video Farewells</b> Complete course and instructor surveys. Post a video to describe your course experience.	Frei

\* Please do not wait until the end of the semester to do your health leader interview!