CANADORE
college

COURSE NAME:	HCA102 Leadership in Health Care Administration

Credit Value:	3
Total Course Hours:	42
Prerequisite Course(s):	HCA100
Corequisite Course(s):	None

COURSE DESCRIPTION

This course provides an introduction to frameworks and practices of effective health care leadership. Students will learn how to apply strategies and attitudes to lead themselves, inspire and engage others, and build productive teams, coalitions and partnerships to achieve organizational and health system goals. Students will explore strategies to lead up, across and down. They will apply tools such as project chartering and management, strategic planning, cascading scorecards, team huddles, and regular status updates to achieve and sustain results.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation, Treaty #10 in the Robinson Huron Treaty of 1850 since time immemorial.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Define effective leadership using supporting current literature and relevant examples.

1.1 Define leadership and its core elements.

1.2 Describe the characteristics of effective vs. ineffective leaders in today's healthcare context.

1.3 Explore various styles of leadership and their impact on team performance, satisfaction and outcomes in specific contexts.

1.4 Debate the merits of a servant leadership philosophy.

1.5 Define values-based leadership.

1.6 Define followership and its role in effective teams.

2.0 Student will analyze at least 3 current leadership frameworks (NOTE: course professor can specify which, e.g., LEADS Framework).

2.1 Describe these frameworks, including their goals, target audience, application, and key elements.

2.2 Compare and contrast the above frameworks.

2.3 Evaluate the above frameworks in terms of their applicability in at least 2 different healthcare settings (e.g., primary care, acute care, outposts, small/large teams, geographically dispersed teams.)

2.4 Describe how the application of these frameworks might vary depending on which level of an organization they are applied.

2.5 Debate the elements of an effective leadership framework in the healthcare setting.

2.6 Describe the benefits of utilizing a leadership framework.

2.7 Approach at least 3 formal leaders to discover how they operationalize their leadership frameworks and values.

3.0 Student will explore the role of emotional intelligence in leadership.

3.1 Describe the four building blocks of emotional intelligence: self awareness, self mastery, other awareness and relationship management in terms of their impact on

leadership behaviours and outcomes.

3.2 Reflect on experiences and examples to differentiate situations and outcomes wherein student has role modeled effective emotional intelligence, and where they have not.

3.3 Illustrate the role leader's emotional intelligence has on healthcare teams and the patients/families they serve.

3.4 Describe resources and tactics to improve emotional intelligence in themselves.

4.0 Student will compare and contrast leadership and management, using supporting current literature and relevant examples.

4.1 Define management and its core elements.

4.2 Evaluate the following statement: "Both leadership and management are equally important in organizations."

4.3 Provide specific examples of challenges inherent to healthcare leadership and management. Include leader, staff and patient/family perspectives.

5.0 Student will discover how to engage followers by leading up, down and across, using supporting current literature and relevant examples.

5.1 Explore the benefits and risks of leading from a position of formal authority (e.g., manager to staff).

5.2 Describe knowledge, skills and attitudes required to engage and help motivate followers.

5.3 Role play effective approaches to address situations where others are not open to being engaged.

5.4 Explore the role informal leaders play in organizations.

6.0 Student will explore the role of leadership in transforming system.

6.1 Analyze the characteristics and strengths of at least 2 coalitions or partnerships and their leaders, which are achieving desired and measurable results (one within and one outside an organization).

6.2 Describe the opportunities and risks leaders face in leading and participating in system transformation.

7.0 Student will analyze the role of leaders in creating, operationalizing and measuring strategic planning and deployment using current literature and real examples.

7.1 Describe strategic planning and its elements; its what, why, who, how and when.

7.2 Compare and contrast at least 3 organizations' strategic plans, to identify the following: mission, vision, values, goals, tactics, and measurement.

7.3 Define what is meant by strategy deployment' by providing real examples.

7.4 Present tools that are currently and successfully used to deploy and communicate strategy as well as to maintain gains and build upon these.

7.5 Create a cascading scorecard and standard work to guide its verbal and electronic sharing with healthcare leaders, staff, physicians, patients and families.

7.6 Describe how and why patients and families might be involved in creating and evaluating strategy and its deployment.

7.7 Role model conversations relating to strategy deployment and status check at various organizational levels (from frontline to senior team and back) e.g., huddles, status checks.

8.0 Student will explore time management concepts to facilitate long-term thinking in leaders.

8.1 Explore the activities which typically take place in the four following quadrants: 1) not urgent and not important; 2) not urgent and important; 3) urgent and not important; 4) urgent and important.

8.2 Debate which of the above quadrants should leaders strive to spend the majority of their time, and why, and which they should avoid and why.

8.3 Reflect upon own calendar, and the proportion of time spent in each quadrant. If needed, create a plan to move towards a more desirable state.

9.0 Student will analyze the role of leaders in quality improvement and outcome evaluation using current literature and real examples.

9.1 Define quality improvement.

9.2 Describe the "Plan, Do Study, Adjust" (PDSA) cycle of quality improvement.

9.3 Provide an example of the application of PDSA in improving healthcare quality.

9.4 Describe how and why patients and families might be involved in healthcare quality improvement.

9.5 Outline the role of leaders in ensuring ongoing quality improvement in their healthcare organization and in the healthcare system as a whole.

9.6 Draft a project charter for a specific healthcare quality improvement initiative.

9.7 Describe how a leader might effectively involve staff, peers, senior team members, physicians, community partners and patients/families in enacting the above project charter for quality improvement.

10.0 Student will plan for future leadership development in self and others.

10.1 Compare and contrast the roles of coaching and mentorship in developing leaders, including goals, indications, and duration.

10.2 Describe the elements of effective delegation.

10.3 Deconstruct the following statement: "It is not sufficient for leaders to delegate the task. They must also include mutual follow up in the delegation communication."

10.4 Define delegation's role in leadership skill development.

10.5 Draft a leadership learning plan for yourself, including objectives (specific, measurable, achievable, relevant, time bound) and tactics to achieve these.

10.6 Select a mentor to help address clearly stated learning objectives.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Health Care Administration

1. Address the needs of a variety of cultures and behaviours and respond to a diverse number of situations and environments using best patient practices to ensure positive health care operations.

2. Apply key principles and core concepts of quality and patient safety improvement to achieve enhanced patient outcomes and experiences in the healthcare setting.

4. Communicate effectively with patients, families, and members of the inter-professional health care team in a therapeutic context to ensure positive health care experiences.

6. Examine the impact of technology and informatics in health care and contribute to the maintenance of health-related documentation.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.

4. Apply a systematic approach to solve problems.

5. Use a variety of thinking skills to anticipate and solve problems.

6. Locate, select, organize, and document information using appropriate technology and information systems.

7. Analyse, evaluate, and apply relevant information from a variety of sources.

8. Show respect for the diverse opinions, values, belief systems, and contributions of others.

9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

10. Manage the use of time and other resources to complete projects.

11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Learning Objectives Assignment 1: 25%

Group Assignment 2: 30%

Individual Assignment 3: 25%

Discussions (4): 20%

PROGRAM SPECIFIC GRADING

An overall grade of 60% is required to pass

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

No textbooks have been identified for this course.

Other Resources:

Online resources will be provided

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - https://www.canadorecollege.ca/BYOD

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Reading

Literature reviews

Class discussion

Discussion with formal leaders and other relevant experts

Role play

Assignments

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: https://cdn.agilitycms.com/canadore-college/academic-centre-of-excellence/Canadore%20Recording%20Guidelines.pdf

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: https://www.canadorecollege.ca/about/policies.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

STUDENT SUCCESS SERVICES - Your Success Matters!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational–related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: https://www.canadorecollege.ca/support/student-success-services or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

https://www.canadorecollege.ca/experience/indigenous-student-experience

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.