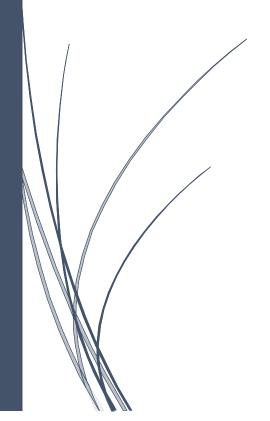# University of Wyoming
PHCY 5441
Principles of Health Institution Leadership
Spring 2025
March 23 to May 17

PHCY 5441

Principles of Health Institution Leadership
Spring 2025 – 3 credits

Principles of Health Institution Leadership is a three-semester hour course designed to provide development of the health institution leader through analysis of theory and application to practice by extensive use of case studies and models. Organizational, team and individual dimensions of leadership are examined. Leadership for optimization of human and other resources as well as effective use of data analytics are explored.

STUDENT LEARNING OUTCOMES AND GOALS:

At the end of the course, students will be able to:

ï	Appraise the personal qualities of a leader	
		FOUNDATION: Demonstrate knowledge of the theories and evidence of the qualities of a successful leader
		APPLICATION: Apply personal attributes to the theory
		HUMAN: Reflect on the impact of these personal qualities on the organization and team.
		INTEGRATION: Prepare effective solutions given a case and basic instructions
		CARING: Incorporate in discussion and examination answers the effect of the qualities on interpersonal relationships
		LEARNING: Employ appropriate consideration of limitations of theory to human qualities
ï	Assess leadership as a component of human resources management and team leadership	
		FOUNDATION: Explain the concept of the leadership cycle
		APPLICATION: Solve common leadership problems related to leadership of individuals
		HUMAN: Provide the best recommendations despite limitations
		INTEGRATION: Select an appropriate solution incorporating policy, law, and ethics
		CARING: Incorporate emotional and cultural intelligence into leadership
		LEARNING: Appraise the similarities and differences between the different styles
ï	Develop a strategic orientation	
		FOUNDATION: Identify concepts of strategic thinking
		APPLICATION: Apply methods to develop organizational awareness
		HUMAN: Recognize the effects of change on individuals
		INTEGRATION: Apply multiple leadership theories and qualities into the process
		CARING: Incorporate values and needs of the organization and individuals into plans
		LEARNING: Balance the internal and external factors affecting strategic initiatives
ï	Incorporate organization design and process skills into leadership	
		FOUNDATION: Develop skills in the components of organizational design and process
		APPLICATION: Apply organizational design and process skills to leadership situations
		HUMAN: Reflect on the value of generalist versus specialist levels of these skills
		INTEGRATION: Devise a leadership style that incorporates these skills
		CARING: Consider the competing organizational needs when constructing recommendations
		LEARNING: Demonstrate the ability to apply concepts and process
ï	Apply the concepts from the class in discussion or assignments	
		FOUNDATION: Demonstrate ability to apply concepts to new situations
		APPLICATION: Identify the limitations of any technique or theory
		HUMAN: Reflect on the value of developing skills for future practice
		INTEGRATION: Appraise the value of multiple aspects of the course to future practice
		CARING: Describe the relationship of applying leadership skills to quality provision of healthcare
		LEARNING: Incorporate aspects from the class into the comprehensive case successfully

REQUIRED TEXTS:

Ledlow GR, Stephens JH. Leadership for Health Professionals, **3rd edition,** Burlington MA: Jones and Bartlett Learning. 2018 ISBN: 9781284109412

> Students can find the required Jones & Bartlett Learning text on www.jblearning.com by searching for the author, title, or ISBN.
> NOTE: The author has published the fourth edition – however we will still use the third edition. If you purchase a fourth edition, just be aware that the pages for assignments may not align – however the information is still provided.

Rath T, Conchie B, Strengths-based Leadership, New York NY: Gallup Press, 2013
ISBN 9781595620255

> **Attention: must have an active code for the leadership assessment survey - so do not purchase a used copy; verify your electronic version includes a code**

INSTRUCTOR AVAILABILITY/ CONTACT INFORMATION:
Elliott M Sogol PhD, RPh, FAPhA
     Office hours: by appointment
 Dr. Sogol (esogol@uwyo.edu) will be available via electronic mail.
      Note: Responses to emails will occur within 72 hours.

CLASS WEBSITE:
The WyoCourses site is accessible from the University website via WyoWeb. Class lectures and slide sets will be posted or linked on this site. Assignments will also be posted there (both by the instructor and the student). The student is expected to utilize the site and accept changes from this syllabus as amended on the site. You may not be able to see the course materials until two weeks prior to the course.

LIVE SESSIONS:
Live class sessions will be on **Wednesday evenings at 6:00PM MST**. We will use Zoom for these live sessions. https://uwyo.zoom.us/j/9948111349 The **preference is for all to have your cameras on** during class!

COURSE PREREQUISITES, CO-REQUISITES, ENROLLMENT RESTRICTIONS:
This course is required for students in the Master of Science in Health Services Administration program Leadership group. Please check the catalog for a list of any prerequisites for the course. This course can be used for a core component of a track or as an elective for other tracks.

COURSE PROCEDURES:
All students will join the class at the same time (synchronous). Some activities, such as viewing recorded lectures can be done at the student's selected times (asynchronous). Opening and closing times for the modules, quizzes, or other activities will be posted and enforced.

A class session/assignment is the time that includes the live session, the pre-session work, and any immediate post- session work. For this class, a session/assignment will become available as noted in the Syllabus with due dates listed for each item.

Instructional procedures consist of pre-recorded lectures, discussion, participation exercises plus assigned readings and projects. The distance education model of this course requires some adaptation by the students and instructor from the traditional classroom setting. **You may be recorded with your face and name.** This recording will be placed on a password protected site, but no guarantees are made of its security.

Different people have different learning styles. Lectures where the instructor talks and students listen is passive on the part of the student. Discussion requires active participation on the part of the learner. In this class, some topics are appropriate for lectures; some are appropriate for discussion; and some will be conducted through active participation such as analysis of case studies and or discussion boards.

GENERAL REQUIREMENTS AND EXPECTATIONS:
Students should obtain the required textbook and complete assigned readings prior to the live online date listed in the course calendar. Students are encouraged to participate in live class sessions; active for Evaluating Participation.

For a discussion or dialogue to be successful, students must have read the assigned readings, watched any video recording and have completed some assignments **before** joining class. Assignments will be clearly indicated whether due before or after the live session.

Whether a lecture or discussion, students should feel free to ask questions during class or on-line. If you have a question, other students may have the same question.

ATTENDANCE AND ABSENCE POLICIES:
Students should regularly attend online classes and productively participate in class. Since some of the projects may be started in the live sessions, missing class can make projects much more difficult. Because of the multiple available times for posting assignments as well as for taking any quizzes or examinations, the need for an excused absence would be a rare event. Only rationale accepted by the University of Wyoming as an excused absence will be accepted. Any anticipated absence from the live sessions should be discussed in advance with the instructor.

CLASSROOM BEHAVIOR POLICY:
At all times, treat your presence in the classroom and your enrollment in this course as you would any professional activity. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. All of us will be respectful of each other. Spirited debate and disagreement are to be expected in any graduate level course and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. This is a safe environment and as the instructor, I have the right to dismiss anyone from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs – there is zero tolerance on this issue.

As with other disruptive behaviors, **we have the right to dismiss you** from the classroom (Zoom and physical), or other class activities if you fail to abide by the student code of conduct. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes (https://cm.maxient.com/reportingform.php?UnivofWyoming&layout_id=5).

CLASSROOM STATEMENT ON DIVERSITY AND OPEN DISCUSSION:

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. Diversity helps all of us gain a better understanding and perspective of the subjects we will be covering in the course.

The University of Wyoming values an educational environment that supports students of all backgrounds and viewpoints. Diversity of viewpoints is considered a resource for learning. Topics may be difficult, not only intellectually but emotionally; however, discussions are essential to meeting the course's student learning outcomes and assisting students in developing problem-solving and critical-thinking skills. During all conversations, respect and civility are of utmost importance.

DISABILITY SUPPORT:
The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss

ACADEMIC DISHONESTY POLICIES:

Academic dishonesty, discrimination, and harassment will not be tolerated in this class**!** Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty includes plagiarism, which means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically.

Such conduct is described within and will result in sanctions pursuant to the following School of Pharmacy and University policy and regulations:
> University of Wyoming Code of Conduct
> http://www.uwyo.edu/dos/conduct/
> University of Wyoming Regulations
> http://www.uwyo.edu/generalcounsel/_files/docs/UW%20Reg%20Updates%202016/UW%20Reg%206-802.pdf

DUTY TO REPORT:
While this is a safe environment and I want you all to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting obligations that are part of my faculty requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, report-it@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves disruptive behavior or potential violation of policy, I must inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors (by students or faculty) and what was done to resolve them.

SUBSTANTIVE CHANGES TO THE SYLLABUS:
All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor. Students will be notified verbally in class or on our WyoCourses announcement page and/or via email of these changes.

STUDENT RESOURCES:
- ï DISABILITY SUPPORT SERVICES: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss
- ï COUNSELING CENTER: uccstaff@uwyo.edu, 766-2187, 766-8989, 341 Knight Hall, www.uwyo.edu/ucc
- ï ACADEMIC AFFAIRS: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs
- ï DEAN OF STUDENTS OFFICE: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos UW
- ï POLICE DEPARTMENT: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd
- ï STUDENT CODE OF CONDUCT WEBSITE: www.uwyo.edu/dos/conduct

"If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and possibly provide documentation of your disability to Disability Support Services (DSS), room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. Visit their website for more information: www.uwyo.edu/udss."

Health Policies – You must abide by all UW policies and public health rules put forward by the City of Laramie (or by Natrona County if at UW-Casper), the University of Wyoming and the State of Wyoming to promote the health and well-being of fellow students and your own personal self-care.

Syllabus Changes: I will alert you to any possible course format changes in response to UW decisions about community safety during the semester.

HyFlex, Zoom, and WyoCourses expectations:
As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:
- ï Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- ï Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- ï Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- ï Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- ï Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html
- ï Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (https://www.uwyo.edu/dos/students-concern/index.html).

Information Technology (IT): If you have any IT related challenges, please contact the UWIT Service Center: https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890

GRADES

The numbers assigned to the grades shall be: A=90 and above,
B=80 to <90;
C=70 to <80;
D=60 to <70;
F=below 60

Graduate students, including those enrolled in the Master of Science in Health Services Administration, must maintain a 3.00 GPA (B or better). Note: there is no rounding of grades – an 89.9 is not 90.

Projects and exercises (8 total)	160 points
Discussion board* (each week)	160 points
Comprehensive Case presentation	100 points
Comprehensive Case paper	80 points

Total 500 points

Some projects and exercises may be team projects. The team will be expected to compile a single document, and copies will be submitted on-line by the designated team leader. If a team cannot be formed, individual students can complete and submit the assignment.

*While there is no specific number of discussion board posts listed in the participation rubric on the last page of the syllabus, each student must post their own initial thought to the discussion board and minimally comment on two other student posts. This is considered an average / adequate contributor for graduate students.

- **To receive the full 10 points for a weekly discussion board, the individual student must post on the day the board opens and provide one additional comment prior to the closing of the discussion board. Discussion board posts open on Tuesday.**
  NOTE: you can still secure a 18/20 (A) if you do not post on the initial day.
- Comments on other posts that are limited to statements such as "I agree / disagree", "good point", etc do not contribute a great amount to the class discussion unless additional information is provided as to why, bringing in experiential or related information. These comments do not count toward the minimum posts listed above – however they can provide encouragement to others.
- We will not always agree with the interpretation of others – however as noted in the section on Classroom Behavior Policy, this is a safe environment that encourages high-level discussions. Comments that are disruptive, disrespectful of others, or in any way that undermines the diversity, equity, and inclusion polices of the University will be strictly enforced.
- The most appropriate way to leverage discussions boards is to start your comments on the day the board opens and then go back into the board a couple of times that week and the day it closes. This provides everyone with the most time to review all comments. The more that we interact with each discussion board the better the opportunity exists that we will cover the breadth of the topic.

COURSE SCHEDULE

	DATES	TOPIC AND ASSIGNMENTS
PHCY 5441: PRINCIPLES OF HEALTH SERVICES LEADERSHIP		
You are strongly encouraged to begin the assigned readings PRIOR to the live class session. (Schedule is tentative and topic dates are subject to change; **additional readings** will be assigned as appropriate) Recorded lectures area available for each chapter to be viewed along with the readings		
Module 1	Class March 26, 6:00pm MST (Live) Assignments to be posted by Tuesday March 25 Discussion board responses due Saturday March 29	LEADERSHIP FOUNDATIONS **Readings:** Ledlow Appendix B and Chapters 1-2 Rath and Conchie Part 1: Investing in your strengths Completion of the Strength Finder assessment is highly recommended before the first-class session. Appendix C will be used in class for the assignment Introduction of the final project –the case study of you Review available lectures for this module (ON COURSE WEBSITE)
Module 2	Class April 2, 6:00pm MST (Live) Assignment to be posted by April 1 Discussion board responses due April 5	LEADERSHIP FOUNDATIONS (CONT.) **Readings:** Ledlow Chapters 3-4 Rath and Conchie Part II: Maximizing your Team Review available lectures for this module
Module 3	Class April 9, 6:00pm MST (Live) Assignment to be posted by April 8 Discussion board responses due April 12	LEADERSHIP IN PRACTICE **Readings:** Ledlow Chapters 5-6 Review available lectures for this module
Module 4	Class April 16, 6:00pm MST (Live) Assignment to be posted by April 15 Discussion board responses due April 19	LEADERSHIP IN PRACTICE (cont.) **Readings:** Ledlow Chapters 7-8 Rath and Conchie Part 3: Understanding why people follow. Discussion of final project – the case study of you – using the Dynamic Leadership Model (chapter 2 and 8) Review available lectures for this module
Module 5	Class April 23 6:00pm MST (Live) Assignment to be posted by April 22 Discussion board responses due April 26	LEADERSHIP IN HEALTH ORGANIZATIONS **Readings:** Ledlow Chapters 9-11 Review available lectures for this module

Module 6	Class April 30 6:00pm MST (Live) Assignment to be posted by April 29 Discussion board responses due May 3	LEADERSHIP IN HEALTH ORGANIZATIONS (CONT.) **Readings:** Ledlow Chapters 12-13 Review available lectures for this module
Module 7	Class May 7 6:00pm MST (Live) Assignments to be posted by May 6 Discussion boards responses due May 10 PRESENTATIONS In class 10 minutes each then Q&A for 5 min (15 max)	LEADING PEOPLE AND MANAGING RESOURCES INTO THE FUTURE Ledlow Chapters 14-15 **Student Presentations** Review available lectures for this module Wrap up
Module 8	Class May 14 6:00pm MST (Live if needed) Presentations as noted in the previous week. Assignments to be posted by May 13 Discussion boards responses due May 16 The Final Project paper (the case study of you) May 16	Ledlow Chapters 16-17 Review available lectures for this module

GUIDELINES FOR EVALUATING PARTICIPATION

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
(A range of grade)

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
(B range of grade)

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
(C range of grade)

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
(D range of grade)

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, quality discussion time for others would increase. (Below D range of grade)