

SOUTHEAST COMMUNITY COLLEGE
BUSINESS DIVISION
Long Term Care Administration Program
Revision Date: 08-26-19

[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: LTCA2010
Course Title: Foundations of Leadership
Prerequisite(s): None

Catalog Description: This course studies the importance of leadership with an emphasis on the role of a long term care administrator. Students complete the Strengths Finder 2.0 Assessment and weekly journal writing that culminates in the creation of a personal leadership development plan. Course content also discusses specific leadership practices related to recruiting, hiring and retaining team members; implementing and managing change; accountability; and working effectively with others.

Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Discuss the definition of leadership
- B. Identify common leadership challenges faced by long-term care administrators
- C. Explore individual leadership strengths (using StrengthsFinder 2.0 Assessment)
- D. Examine differences between leadership and management
- E. Illustrate the profound difference that leadership practices can make in a long-term care facility

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Define leadership
 - 2. Describe common leadership challenges faced by long-term care administrators
 - 3. Identify personal leadership strengths
 - 4. Examine the differences between leadership and management
 - 5. Recognize the benefit of work teams made up of individuals with varying strengths
 - 6. Apply course content to individual case studies to identify problematic issues and recommend desired leadership changes necessary to achieve desirable organizational outcomes
 - 7. Create a plan for personal leadership development, combining identified leadership strengths, a personal mission statement, and strategies to pursue desired learning outcomes
- B. General Education Learning Outcomes (GELOs)
 - 1. GELO 3: Critical Thinking & Problem Solving
 - Outcome 5: Acquire and integrate knowledge and construct relationships across disciplines.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- A. Leadership: What you do matters
- B. Strengths Based Leadership, Leadership Assessment
- C. Taking Time to Hire Right

- D. From Absenteeism to Attendance
- E. A Positive Chain of Leadership: Supervision
- F. Achieving Staff Stability
- G. The How of Change
- H. Sustaining Change, Case Study Review
- I. Working with Corporate Leaders
- J. Personal Mission Statement and Leadership Development Plan

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):
 - 1. Farrel, David; Brady, Cathie; Frank, Barbara, *Meeting the Leadership Challenge in Long- Term Care*, Health Professions Press/American College of Health Care Executives, Inc., 2011, ISBN: 978-1-932529-70-8
 - 2. Rath, Tom; Conchie, Barry, *Strengths Based Leadership*, Gallup Press, 2008, ISBN: 978-1- 59562-025-5. New copies only.
- B. Other Resources:
 - 1. Buckingham, Marcus; *The One Thing You Need to Know*, Free Press,
 - 2. Dana, Bernie and Olson, Douglas; “Effective Leadership in Long Term Care: The Need and the Opportunity”, ACHCA Position Paper, 2007
 - 3. Supplemental handouts supplied by instructor

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 - 1. Instructors will make use of varied instructive techniques including several of the following: lectures, small and large group discussion, collaborative projects, guest speakers, case studies, research, peer response and evaluation, journals, essays and written papers, conferences, computer-assisted instruction, interactive/creative methods, multi-media and field trips.

VII. METHODS OF EVALUATION

- A. Methods of evaluation typically include a combination of the following:
 - 1. Course grades, at the determination of the instructor, will be based on exams, class and group participation, daily work and worksheets, projects and papers. Instructor will distribute and discuss evaluation and their grading policies with the students at the beginning of the each quarter.
 - 2. Online courses do not accept late assignments without prior discussion with the instructor
- B. SCC STANDARD GRADING SCALE POLICY:

A+	95-100	C+	75-79
A	90-94	C	70-74
B+	85-89	D+	65-69
B	80-84	D	60-64
		F	Below 60

VIII. SPECIFIC COURSE REQUIREMENTS:

- A. Requires a grade of “C” or above to meet graduation requirements for the Long Term Care Administration Program.