



INSTITUTE FOR
INTERNATIONAL
MEDICINE

Healthcare Leadership and Management Course Syllabus

Course Faculty:

Fred Loper MD: fred@inmed.us, 405-664-7430

Learning Support:

Leda Rivera: leda@inmed.us, 816-444-6400

Library Services:

Kitty Serling: library@inmed.us

Overview

Global health systems are under tremendous pressure worldwide. Pandemics, the brain drain of health professionals from resource-limited countries, and unprecedented financial constraints are just a few issues that drive the need for constant change. Leadership by professionals with skills in administration, communication, clinical care and public health are vital to a healthy future. This course will provide several frameworks for understanding and approaching change. It will introduce tools to use in implementing sustainable and evidence-based organizational change in resource-rich and resource-limited situations. Focused study will include reading, discussion, application exercises and professional reflective writing.

Competency Objectives:

At the completion of the INMED Healthcare Leadership & Management Course learners will be able to demonstrate using case-studies, active discussion, and reflective writing:

- Application of effective change principles to the movement of people and processes toward a new vision.
- Demonstrate understanding of the differences in global health work in resource-limited settings and the individual patient centered models of care used in many resource-rich locations.

- Acquisition of new partnership and collaboration skills necessary for bringing about lasting global health changes in resource-limited settings.

Timeframes:

This course includes 8 weeks of structured learning, and assignments due each Sunday night. Each week includes a required virtual class with the faculty for discussions, simulations, case studies and final exams. This weekly required virtual class may last up to 60 minutes.

Academic Credit:

Completion of this course requirements earns three credit hours of academic credit.

Enrollment Qualifications:

This course is open to all healthcare professionals and healthcare profession students, as well as non-healthcare professionals. Healthcare Leadership & Management is appropriate for all professionals seeking to increase value by reducing healthcare costs, improving quality, and both professional and patient experiences.

Computing Requirements:

The following are the minimum computing requirements for participating this course. Students must have ready access to and be functionally proficient with:

- A personal computer with an up-to-date operating system and ample memory for downloads
- A web browser, preferably the most up-to-date version of Chrome, Internet Explorer, Firefox, or Safari
- Applications capable of opening and editing Microsoft Word documents and of viewing PDFs
- An Internet connection, preferably high speed
- Capability of viewing YouTube and Vimeo videos

Education Methods:

Learners will achieve the course competency objectives through the following educational methods:

- Assigned book and article readings

- Critical analysis
- Scheduled small group discussions
- Essay composition / Reflective writing
- Applied skills simulation

Mentored Discussion

- Course participants will schedule once-weekly discussion up to 60 minutes with course faculty to discuss assigned chapters, articles, forum discussions and questions.
- Simultaneous cohorts may be scheduled in advance by course faculty.

Textbooks Required:

- Chip Heath & Dan Heath. *Switch: How to change things when change is hard*. Broadway Book. New York. 2010.
- Kirk Scirto. *Doing Global Health Work: Approaches that Really Make a Difference*. Hesperian Health Guides, Oakland, CA. 2022. When ordering from Hesperian Health Guides, use coupon "INMED15" for a 15% discount. The book is also available [as an e-book through Amazon Kindle](#).

Both these books may be purchased at Amazon.com. *Doing Global Health Work* can also be purchased a [Hesperian Health Guides](#).

Articles Provided:

1. Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. *Academy of Management Annals*, 12(2), 752-788. doi:10.5465/annals.2016.0095
2. Does migration 'pay off' for foreign-born migrant health workers? An exploratory analysis using the global WageIndicator dataset, *Human Resources for Health*, 2016. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4920982/>
3. Pfeffer, Jeffrey, and John F. Veiga. "Putting People First for Organizational Success." *The Academy of Management Executive* (1993-2005), vol. 13, no. 2, 1999, pp. 37-48. JSTOR, www.jstor.org/stable/4165538. Accessed 25 Nov. 2020.
4. Barsade, Sigal G., and Donald E. Gibson. "Why Does Affect Matter in Organizations?" *Academy of Management Perspectives*, vol. 21, no. 1, 2007, pp. 36-59. JSTOR, www.jstor.org/stable/4166286. Accessed 25 Nov. 2020.

5. Kerr, Steven. "On the Folly of Rewarding A, While Hoping for B." *The Academy of Management Executive* (1993-2005), vol. 9, no. 1, 1995, pp. 7–14. JSTOR, www.jstor.org/stable/4165235. Accessed 24 Nov. 2020.
6. Eyal N, Cancedda C, Kyamanywa P, Hurst SA. Non-physician Clinicians in Sub-Saharan Africa and the Evolving Role of Physicians. *Int J Health Policy Manag.* 2015 Dec 30;5(3):149-53. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4770920/>
7. Mills, Anne. "Health Care Systems in Low- and Middle-Income Countries." *The New England journal of medicine* 370.6 (2014): 552–557. Web.
8. Papanicolas, Jha. "Challenges in International Comparison of Health Care Systems." *JAMA: the journal of the American Medical Association* 318.6 (2017): 515–516.

Weekly Assignments:

Required weekly virtual class with course faculty for up to 60 minutes to discuss assigned lessons, chapters, articles, forum discussions and questions.

Healthcare Leadership & Management Week 1:

- Partnering to Meet Needs
- Global Health Approaches
- Health Care Systems and Training

Assignments to be completed by 11:55 pm, on Sunday:

- Read Switch Chapter 1 & 2
- Watch <https://youtu.be/qmmwWxVzSsw> (Optional)
- This video provides a summary of *Switch: How to change things when change is hard* (Broadway Book. New York. 2010) by Chip Heath & Dan Heath.
- Watch https://youtu.be/q_cp8nebs_A [Start: 5:15. End: 7:30] (Optional)
- This video provides a summary of *Direct the Rider* principles in *Switch: How to change things when change is hard* (Broadway Book. New York. 2010) by Chip Heath & Dan Heath.
- Read *Doing Global Health Work*, pages 1 – 18 (Partnering to Meet Needs, Global Health Approaches), and Part 1 (Health Care, Systems, and Training).
- Complete the Book Discussion Board assignments
- Question 1: What problem are you currently facing that appears to be a people problem but may actually be related to the situation they (or you) are in?

- Question 2: How can our medical education lead us astray, in fact, sometimes do harm, when attempting to do community health work in the United States or abroad?
- Read the assigned article
- Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. *Academy of Management Annals*, 12(2), 752-788. doi:10.5465/annals.2016.0095 (NOTE: Focus on Pages 22 (773) – 27 (778)).
- Complete the Article Discussion Board assignments
- Question 1: Describe a current problem you are facing and discuss two of the ten key evidence-based principles in the context of a change to your situation.

Healthcare Leadership & Management Week 2:

- Reversing the Brain Drain
- Improving Suitcase Medicine

Assignments to be completed by 11:55 pm, on Sunday:

- Read Switch Chapters 3 & 4
- Read *Doing Global Health Work*, pages 19 – 27 and 171 - 186 (Reversing the Brain Drain and Appendix A: Improving Suitcase Medicine).
- Complete the Book Discussion Board assignments
- Question 1: When was the last time you were overwhelmed with too many options? How did you make the decision easier and overcome uncertainty?
- Question 2: Compare/ contrast the healthcare skills and abilities that you bring to a short term medical mission project in an underserved area to those of a local health worker.
- Read the assigned article
- Article: Does migration 'pay off' for foreign-born migrant health workers? An exploratory analysis using the global WageIndicator dataset, *Human Resources for Health*, 2016.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4920982/>
- Complete the Article Discussion Board assignments
- Question 1: Most health care workers (other than physicians) who migrate to another country to work report a lower level of life satisfaction. Why is this? Have you encountered this in the lives of fellow health care workers in the US? If so, please share about it.

Healthcare Leadership & Management Week 3:

- Training Health Workers

Assignments to be completed by 11:55 pm, on Sunday:

- Read Switch Chapters 5 & 6
- Watch https://youtu.be/q_cp8nebs_A [Start: 0:00. End: 5:15] (Optional)
- This video provides a summary of Motivate the Elephant principles in Switch: How to change things when change is hard (Broadway Book. New York. 2010) by Chip Heath & Dan Heath.
- Read Doing Global Health Work, pages 29 – 40 (Training Health Workers).
- Complete the Book Discussion Board assignments
- Question 1: What example can you provide of an early success story related to any ongoing change you are actively participating in?
- Question 2: Given your personal healthcare training and skills, describe an ideal scenario in which you would see patients together with a local health worker. This needs to be in a setting of limited resources. You may choose the location and skill/ training level of the local health worker. Please describe the patients, clinical setting, ways of interacting with patients and local health worker, etc.
- Read the assigned article
- Pfeffer, Jeffrey, and John F. Veiga. "Putting People First for Organizational Success." *The Academy of Management Executive* (1993-2005), vol. 13, no. 2, 1999, pp. 37-48. JSTOR, www.jstor.org/stable/4165538. Accessed 25 Nov. 2020. (NOTE: Focus on Pages 5 (40) – 9 (44)).
- Complete the Article Discussion Board assignments
- Question 1: Select one of the seven practices of 'producing profit through people' and provide an example of its implementation and outcome in your own context.

Healthcare Leadership & Management Week 4:

- Disaster Strikes
- Outsiders Arrive

Assignments to be completed by 11:55 pm, on Sunday:

- Read Switch Chapters 7
- Read Doing Global Health Work, pages 53 – 66 (Disaster Strikes: Outsiders Arrive).
- Complete the Book Discussion Board assignments

- Question 1: How does your school or workplace intentionally encourage a sense of identity and individual development?
- Question 2: How, during an overwhelming disaster, can disaster relief agencies best balance the creation of new parallel health systems with empowerment of existing local health services?
- Read the assigned article
- Barsade, Sigal G., and Donald E. Gibson. "Why Does Affect Matter in Organizations?" *Academy of Management Perspectives*, vol. 21, no. 1, 2007, pp. 36–59. JSTOR, www.jstor.org/stable/4166286. Accessed 25 Nov. 2020.
- Complete the Article Discussion Board assignments
- Question 1: Describe two examples of deliberate strategies pursued by your school or employer to encourage a dispositional affect that contributes to the mission.
- Submit the Healthcare Leadership & Management Mid-Term Exam

Healthcare Leadership & Management Week 5:

- Power to the People
- Agendas We All Have,
- Social Justice and Public Health

Assignments to be completed by 11:55 pm, on Sunday:

- Read Switch Chapters 8 & 9
- Read "Doing Global Health Work", pages 67 – 91 (Power to the People, Agendas We All Have, Social Justice and Public Health).
- Complete the Book Discussion Board assignments
 - ⊖ Question 1: Define the "Fundamental Attribution Error" and provide one illustrative example from your experience.
 - Question 2: Muhammad Yunus, founder of Grameen Bank's microloan program, notes that "Charity only perpetuates poverty by taking the initiative away from the poor. Charity allows us to go ahead with our own lives without worrying about the lives of the poor. Charity appeases our consciences." Do you agree or not? Why?
- Read the assigned article
 - Kerr, Steven. "On the Folly of Rewarding A, While Hoping for B." *The Academy of Management Executive* (1993-2005), vol. 9, no. 1, 1995, pp. 7–14. JSTOR, www.jstor.org/stable/4165235. Accessed 24 Nov. 2020.
- Complete the Article Discussion Board assignments
 - Question 1: Provide one example from your professional or personal context of a reward system conflicting with expected outcomes. How might these be better aligned?

- Begin developing a draft for Effective Change Management Essay

Healthcare Leadership & Management Week 6:

- Exotic Diseases and Social Injustice
- Poverty and Empowerment

Assignments to be completed by 11:55 pm, on Sunday:

- Read Switch Chapters 10 & 11
- Read Doing Global Health Work, pages 93 – 114 (Exotic Diseases and Social Injustice and Poverty and Empowerment).
- Complete the Book Discussion Board assignments
- Question 1: Provide an example (from current events, home, school or work) of the promotion or 'contagiousness' of desirable behavior. (Positive Peer Perception/Pressure)
- Question 2: Outsiders have quite a legacy of abuse, fostering dependence, and maintaining the status quo in resource-limited countries" is a quote from this week's reading. Please give an example of a time that you personally have worked (as part of a healthcare project) in a way that counteracts this legacy.
- Read the assigned article
- Eyal N, Cancedda C, Kyamanywa P, Hurst SA. Non-physician Clinicians in Sub-Saharan Africa and the Evolving Role of Physicians. Int J Health Policy Manag. 2015 Dec 30;5(3):149-53. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4770920/>
- Complete the Article Discussion Board assignments
- Question 1: How does the training of physicians in Sub-Saharan Africa need to change in response to the growing roles of non physician clinicians? Do these changes need to also occur in the US? Why or why not?
- Submit your draft for Effective Change Management Essay

Healthcare Leadership & Management Week 7:

- Global Health Is Public Health
- Building Clinics Or Confidence?
- Doing Global Health Work to Really Make a Difference

Assignments to be completed by 11:55 pm, Sunday:

- Read Doing Global Health Work, pages 115 – 128 and 187 - 196 (Global Health is Public Health and Appendix B: Building Clinics..... Or Confidence?), plus pages 163 - 170 (Conclusion: Doing Global Health Work to Really Make a Difference).

- Complete the Book Discussion Board assignments
 - Question 1: On a scale of 1 to 10 (where 1 is poor and 10 is superb), rate your professional education in relationship to the issues of clean water, sanitation, and hygiene. What is the most important new thing that you learned about these topics this week? Why?
 - Question 2: In resource-limited countries, why is it often more difficult to bring improvement to a struggling local hospital than to build a brand new Western style hospital/ health system just down the road?
 - Question 3: You (the leader) and your healthcare mission team have arrived in the limited resource community in which you will serve. You have been invited to give an introductory speech to the local people explaining the work you have been led to do alongside of them. Please share in two to four sentences what you will say.
- Read the assigned articles
 - Mills, Anne. "Health Care Systems in Low- and Middle-Income Countries." *The New England journal of medicine* 370.6 (2014): 552–557. Web.
 - Papanicolas, Jha. "Challenges in International Comparison of Health Care Systems." *JAMA: the journal of the American Medical Association* 318.6 (2017): 515–516.
- Complete the Article Discussion Board assignments
 - Question 1: Describe one response from a low or middle-income country (LMIC) which might be applied with effect in the USA and one response from the US Healthcare System which might be applied with effect in a LMIC.
 - Question 2: Why can't the US just import or export Healthcare Systems? Explain two limitations of direct comparisons.
- Submit your final Effective Change Management Essay for grading

Healthcare Leadership & Management Week 8: Final Exam

Final Exam

The Healthcare Leadership & Management Final Exam/Essay Presentations will take place in an online setting. All course learners will login at the specified time. Over a period of 120 minutes, all individual learners must present their essay subject: "Which principles of effective change management may be applied to a specific problem I am facing?". Each presentation will last no longer than 10 minutes and consist of 10 slides or less. This will allow each learner to have adequate time for their presentation. Classmates will respond by offering analysis and suggestions. Grading will be according to the following rubric. A minimum score of ≥80% is required.

Presentation Grading Rubric

- Content – (weight: 40%)
 - Excellent
 - Rationales are logically organized
 - Recommendations and calls to action are extensively included
 - References are comprehensive
 - Good
 - Rationales are organized
 - Recommendations and calls to action are sufficiently included
 - References are adequate
 - Fair
 - Rationales are somewhat organized
 - Recommendations and calls to action are somewhat included
 - References are insufficient
 - Poor
 - Rationales are not poorly organized
 - Recommendations and calls to action are not included
 - References are missing

- Presentation – (weight: 20%)
 - Excellent
 - Presenter is well organized
 - Knowledge of content is excellent
 - Delivery is excellent
 - Good
 - Presenter is organized
 - Knowledge of content is good
 - Delivery is good
 - Fair
 - Presenter is modestly organized
 - Knowledge of content is fair
 - Delivery is fair
 - Poor
 - Presenter is not organized
 - Knowledge of content is poor
 - Delivery is poor

- Visual – (weight: 20%)
 - Satisfactory
 - PPT is visually appealing
 - Graphs are viewable

- Images are appropriate
- Not Satisfactory
 - PPT is not visually appealing
 - Graphs are not viewable
 - Images are not appropriate
- Participation (weight: 20%)
 - Satisfactory
 - Learner asks thoughtful questions of the other presenters
 - Learner makes recommendations to the other presenters
 - Not Satisfactory
 - Learner does not ask thoughtful questions of the other presenters
 - Learner does not make recommendations to the other presenters

Essay

Compose and submit an essay on the subject: *“Which principles of effective change management may be applied to a specific problem I am facing?”*

You may choose a leadership/ management challenge that you have encountered, are facing currently, or plan to tackle in the future. Past challenges include those which might have had an improved outcome if your newly learned principles had been applied.

Successful essays will incorporate at least two frameworks and two perspectives regarding changes under consideration.

Here is a link to a document that describes ten of the common frameworks for change.

<https://www.ashp.org/-/media/assets/practice-management/docs/Ten-Key-Frameworks-for-Effective-Change-Management.pdf>

There are others which you can discover in your readings and research. Feel free to use the ones which resonate best for your essay.

Additionally, here is a link that defines six perspectives on change in higher education organizations; but, they could also apply to any organization. You may use these or others which you find.

https://ascnhighered.org/ASCN/change_theories/collection/6perspectives.html

Questions to consider include:

- What is the context and diagnostic process used to identify the problem?
- What are the objectives and vision for change?
- Who is involved in the change and what are the stakeholder perspectives?
- How would change strategies be implemented?
- How would success be defined and measured?

You will receive feedback from the instructor. At the completion of Healthcare Leadership & Management Week 7, you will submit your final essay conforming to the following specifications:

- Approximately 2500 words
- At least 10 references
- References may be in any recognized style (AMA, APA, etc.), and the same style should be used throughout
- Footnotes are preferred over endnotes

Essay Grading Rubric

- Content – (weight: 60%)
 - Excellent
 - Background of the issue is comprehensively reviewed
 - Rationales are logically organized
 - Alternate views are extensively included
 - Good
 - Background of the issue is adequately reviewed
 - Rationales are organized
 - Alternate views are sufficiently included
 - Fair
 - Background of the issue is reviewed
 - Rationales are somewhat organized
 - Alternate views are somewhat included
 - Poor
 - Background of the issue is not reviewed
 - Rationales are poorly organized
 - Alternate views are not included
- Structure/organization – (weight: 20%)
 - Excellent
 - Strong introductory paragraph
 - Clear concluding statement
 - Good
 - Good introductory paragraph

- Good concluding statement
 - Fair
 - Modest introductory paragraph
 - Modest concluding statement
 - Poor
 - Poor introductory paragraph
 - Poor concluding statement
- References – (weight: 20%)
 - Satisfactory
 - Required minimum number are included
 - Organized in a recognized reference style
 - Not Satisfactory
 - Does not have required minimum number
 - Not organized in a recognized reference style

Explanation of Assignments:

Due Dates: All assignments are due on Sunday at 11:55 pm of the week they are assigned.

Participation: Learners are required to fully participate in the course content, including readings, discussions, and essay.

Punctuality: This is a professional level course. All assignments are expected to be submitted on time. Any learner who becomes more than two weeks behind in submitting any assignment is subject to dismissal from the course. If dismissal occurs, the learner will be granted one opportunity to re-enroll in an upcoming course at no additional tuition payment.

Professionalism Requirement: This is a learning experience for professionals. Assignments are expected to be completed with excellence.

Assigned Articles: Each week, a journal article is assigned for learners to critically review, including questions posed on the subjects of each article. Articles are selected to represent a breath of relevant topics in contemporary healthcare management and leadership. Articles originally published more than 10 years ago are intentionally selected for their ground-breaking impact and contributions to the fields of Management and Leadership. Up-to-date articles are preferentially selected when relevant.

Discussion Board Participation: Learners are required to post at least one response to each of the questions posed, and respond to at least one fellow classmate's responses, stating with what they agree or disagree about the response and why. A post that simply agrees with something someone else

said without further explanation is not satisfactory and will be counted as if there were no post.

Inadequate learner performance will be managed according to the *Student Probation, Suspension, Dismissal, and Readmission Policy*. This policy is located within the Student Resources tab on the INMED website.

Requirements for Successful Completion & Course Grade Determination:

Element	Weight
7 satisfactory book discussion board posts	10%
7 satisfactory article discussion board posts	10%
HC Leadership & Mgmt Mid-Term Exam	20%
Effective Change Management Essay $\geq 80\%$	20%
Evidence-Based Change Mgmt Final Exam $\geq 80\%$	20%
Weekly classroom participation	20%

In addition, course completion also requires:

- Participation in all weekly virtual classes
- Achievement of $\geq 80\%$ on the Effective Change Management Essay and Evidence-Based Change Management Final Exam
- Cumulative course score $\geq 80\%$
- Complete course evaluation and credit claims forms at the course conclusion.

Course grades will be assigned according to the INMED Course Grading System:

A	90–100 %	4.00
B	80–89 %	3.00
C	70–79 %	2.00
D	60–69 %	1.00
F	0–59 %	0.00

Learners whose evaluation is acceptable will receive academic credit. Those learners whose evaluation is not acceptable will receive a certificate of participation and the opportunity to repeat.

Remediation:

If a learner does not complete this course and achieve the required competencies, the faculty may require the learner to 1) remediate the component(s) that the learner did not satisfactorily complete, or 2) repeat

the entire course. Learners must repeat payment of tuition in order to retake a failed course.

Academic Integrity:

Honesty is a fundamental necessity of life. This is a professional-level learning experience. All students are expected to be self-motivated, to perform with excellence, and to be thoroughly honest throughout their process of learning. If any INMED faculty suspects a student has engaged in Academic Dishonesty, the INMED faculty may initiate the posted Academic Integrity Policy and Process.

Withdrawal and Refund Policy:

Please refer to the posted Withdrawal and Refund Policy.

Course Faculty:

Fred Loper, MD

Dr. Loper is a graduate of the University of Oklahoma School of Medicine. As a third-year medical student, he was part of the founding of Good Shepherd Ministries Medical Clinic-- a faith-based, not-for-profit clinic that serves the uninsured people of Oklahoma City to this day. After completing his residency at the University of Oklahoma, Dr. Loper served as a primary care physician at Central Oklahoma Medical Group (COMG). In 1986, he was appointed as the National Missionary for Medical Missions for a North American mission board, and in 2005, he became Executive Director of Baptist Medical Dental Fellowship, leading physicians, dentists and other health professionals in volunteer healthcare service in the US and abroad. In 2012, Dr. Loper returned to Good Shepherd Ministries Medical Clinic to serve as their full-time medical director and completed his active practice career as an Associate Physician at Community Health Centers of Oklahoma, a Federally Qualified Health Center.