

RESP-330: LEADERSHIP AND MANAGEMENT IN HEALTHCARE

Effective Term

Fall 2026

CC Approval

12/06/2024

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

06/02/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Respiratory Technician (Any Degree and Professional Experience)	

Subject Code

RESP - Respiratory Care

Course Number

330

Department

Respiratory Therapy

Division

Health Occupations (HEOC)

Full Course Title

Leadership and Management in Healthcare

Short Title

Leadership & Mgt in Healthcare

CB03 TOP Code

1210.00 - *Respiratory Care/Therapy

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

B - Advanced Occupational

Rationale

New upper division course for the new baccalaureate degree in Respiratory Care.

SECTION B - Course Description

Catalog Course Description

This course explores leadership and management theories in effective practices in the healthcare setting. In addition, the course will review organizational structure of current healthcare models with an emphasis on development of skills in leadership, communication, time management, problem solving, motivation and other critical competencies. Specific attention is focused on the

role of leadership, along with specific functions and operations, in a Respiratory Care Department. Using these skills, students will identify and apply strategic models to analyze problems, formulate solutions, and make sound decisions.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade Only

Allow Audit

No

Requisites

Prerequisite(s)

Completion of RESP-320 with a minimum grade of C.

Limitation on Enrollment

Enrollment is limited to students accepted into the Respiratory Care Baccalaureate Degree program.

Requisite Justification

Requisite Description

Course in a Sequence

Subject

RESP

Course #

320

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Explain the pathophysiology of chronic pulmonary disease.
2. Discuss the epidemiology and trends in chronic pulmonary disease in the United States and worldwide.
3. Identify the role of pulmonary function testing for diagnosing chronic pulmonary disease.
4. Identify risk factors and conditions that lead to exacerbations for patients with chronic pulmonary disease.
5. Discuss disease management, treatment, and self-management.
6. Identify current pharmacological treatment options as well as adjunct therapies and drug delivery devices.
7. Explain the role of nutrition and exercise for patients with chronic pulmonary disease.
8. Discuss patient education, smoking cessation, and pulmonary rehab.
9. Describe components of action plans for chronic pulmonary disease patients.
10. Discuss other treatment options, including lung transplantation, lobe resection, and palliative care.
11. Discuss quality assurance and how to measure the success of a chronic pulmonary disease management program.
12. Discuss obstructive sleep apnea diagnosis and treatment.
13. Discuss the role of the RT as a clinical specialist, chronic disease manager, COPD navigator, case manager, asthma educator, and others.
14. Explore credentialing options and certificates for respiratory care practitioners in the areas of chronic disease management.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.000

Lecture Hours

54

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent

SECTION E - Course Content**Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. Articulate a working foundation of leadership practices and theories for leading people and health organizations.
2. Integrate behaviors and actions of successful leaders and develop an individual current or future leadership style.
3. Distinguish the difference between leadership and management and use that knowledge to make strategic decisions and enhance organizational efficiencies and effectiveness through the development and implementation of plans.

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

1. Compare and contrast leadership and management and justify rationale why health organizations need both.
2. Establish and optimize goals using motivational theories.
3. Characterize the complexity of healthcare systems and workers and be able to apply good communication and conflict management to various situations.
4. Strategically analyze the importance of planning, decision making, training, delegation, employee evaluations and collaboration between and within healthcare teams.
5. Apply concepts of budgets and budgeting, significant functions and elements of budget, and enumerate the principles and rules of budgeting as they apply.
6. Apply the role of ethics in health care practices.
7. Demonstrate the effect culture can have on leading healthcare organizations.
8. Outline metrics leaders can use to measure their efficiency, effectiveness, and quality.
9. Develop a working knowledge of the various operations of the Respiratory Care department.
10. Develop a relationship with a healthcare provider who is in or has had experience with leadership.
11. Analyze and evaluate data using various analysis models to draw conclusions, inform decisions, and make recommendations.
12. Differentiate between simple and complex decisions and explain the process involved in making complex decisions.

Course Content**Leadership in Healthcare**

1. Understanding theories/models of leadership
 - a. Omnibus Leadership
 - b. Dynamic Culture
 - c. Bolman and Deal's Reframing Leadership

- d. Yukl's Multiple Linkage
- e. Hargrove's and Glidewell's Impossible Leadership
- 2. Applying models of leadership
- 3. Habits and practices of successful Leaders
 - a. Leadership and personality assessment
 - b. Personality archetype and leadership
 - c. Nature vs. nurture
 - d. Determining your own leadership style
- 4. Leadership in Health Organizations
 - a. Mission, vision, values, strategies, goals
 - b. Internal and external environment
 - c. Culture
 - d. Strategic relationships
- 5. Ethics in Health Leadership
 - a. Policy making and treatment
 - b. Codes in health industry
 - c. Difference between medical, clinical, and bioethics
 - d. Regulatory compliance
- 6. Listening, empathy, cultural diversity
- 7. Professionalism
- 8. Conflict

Structure of healthcare organizations

- 1. Profit versus not-for-profit organizations
 - a. Structure
 - b. Financial conditions
 - c. Operational differences
- 2. Accountable care /affordable care
 - a. Metric thresholds
 - b. Cost structures
 - c. Challenges to balance conditions
- 3. Highly reliable organizations
 - a. Leadership
 - b. Culture
 - c. Models
- 4. Transitions to business models such as Lean management systems Organizational structure within healthcare systems
- 5. Organizational charts, decentralization versus central
- 6. Respiratory Care Department
 - a. Structure
 - b. Scope of practice
 - c. Labor Productivity
 - d. Policy and procedure making
 - e. Education – competencies
 - f. Decision making process
 - g. Communication
- 7. Budgets, cost centers, ledgers and reports, revenue versus non-revenue departments, operations and capital budgets, reimbursement structure, CPT coding
 - a. Metrics and using data to measure hospital and department performances including customer services
 - b. Data collection systems, outcomes, benchmarking
 - c. Forecasting and strategic thinking
 - d. Quality assurance – CQI programs
 - e. Contracts and purchasing
- 8. Managing multi-departments under Pulmonary/Respiratory Services
 - a. Respiratory Care
 - b. Pulmonary Function Lab
 - c. ABG Lab (CLIA Certificate, State License)
 - d. Pulmonary Rehabilitation
 - e. Sleep Medicine
- 9. Hiring and retention– working with Human resources

- a. Job descriptions
- b. Interviewing
 - i. Composition
 - ii. Interview structure
 - iii. Evaluation of candidates
- 10. Orientations
- 11. Job Performance
 - a. Performance evaluation
 - b. Feedback systems
 - c. Motivating performance
- 12. Disciplinary Processes
 - a. Problematic behavior
 - b. Counseling vs. disciplining
 - c. Progressive discipline
 - d. Union vs. non-union
 - e. California Work laws and standards including, Leaves, ADA

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	Instructor facilitated group discussions, classroom activities, and case studies. Guest lecture by industry leaders. Use of multimedia and handouts to supplement lecture, discussion, and reading.
Group Work	Instructor facilitated group discussions. Use of multimedia and handouts to supplement discussion.

Online Adaptation

Types	Examples of learning activities
Lecture	Students will watch recorded lectures.
Group Work	Students will be assigned to a group and discuss assigned topics.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Class Participation	1. Weekly reading of one to two chapters in the textbook. 2. Weekly reading of handouts and viewing of multimedia resources. 3. Weekly personal reflections on course content and professional experiences.
Exams/Tests	Prepare for multiple exams per term.
Projects	Prepare and practice for one group presentation per term.
Essays/Papers	Prepare one academic research paper with a minimum of five academic source citations.

Assignments

Reading Assignments

Students will read from a variety of sources related to the subject and will have respond to discussion questions from the reading.

Writing Assignments

Write a minimum of two pages examining your experience with leadership and management while working in healthcare. After introducing yourself, discuss the following elements.

1. What is the difference between a leader and a manager?
2. What are the attributes of an effective leader?

This assignment should be completed in a Word or PDF format and uploaded to Canvas.

SECTION F - Textbooks and Instructional Materials

Material Type

Open Educational Resource (OER)

Author

McConnell, C.

Title

The Effective Healthcare Supervisor

Edition/Version

8th Edition

Publisher

Jones and Bartlett Learning

Year

2015

ISBN

978-1284054415

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

N/A

Course Codes (Admin Only)

CB00 State ID

CCC000652964

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No