MHS 532: Conflict Resolution for Health Leaders

Course Instructor
Instructor information will be accessible in the course site.

Course Description
The ability to address and resolve conflict is a key trait of today’s health care leaders. In this course, students will gain a solid grounding in the theories and practice of conflict management and alternative dispute resolution. With a focus on practical skill development, students will explore strategies and tools to resolve internal and external conflicts as well as address disputes between regulators and the regulated.

Course Objectives
Upon completion of this course, students will be able to:

- Understand the dynamics of conflict and its style;
- Improve their skills in self-reflection and self-awareness in the face of conflict;
- Describe techniques for presenting and resolving through positional and interest-based negotiation;
- Describe techniques for presenting and resolving through alternative dispute methods such as mediation;
- Examine innovative processes and techniques for collaboration in complex healthcare systems; and
- Apply conflict resolution skills in various healthcare situations.

Required Texts


Class Policies
Mode of Instruction
This course will be taught through the Canvas web-based learning management system.
This Course has been Developed Based on the Following Set of Assumptions

- Students are adult learners who are professionals. Therefore, they are capable of assuming responsibility for planning and managing their own learning.
- Students bring to the course a rich collection of experiences that when shared can improve the learning environment for others.
- Students are unique and have their own motivations and goals for learning.
- Learning is an internal process that is controlled individually and is facilitated by others.
- Students must understand the relevance of the content to a real-life situation and must be actively involved in problem solving.
- Given a problem to solve, no two individuals are likely to construct the same meaning because of differences in their prior life experiences and their own understanding and interpretation of reality.
- The ability to receive feedback and to use it constructively and self-awareness are the critical skills necessary to become self-directed, lifelong learners.

Expectations of Students

Online courses provide a great deal of opportunity for discussion among students and faculty. Students are expected to use Canvas to communicate with faculty and peers regarding course readings, course discussions, interactive assignments, and other musings. Students are required to have the software and equipment to be able to access the course and to communicate through Canvas messages, discussion boards, assignments, etc. Students are expected to routinely monitor course messages and to act on the contents of the messages sent in a timely manner. In addition, students are to check the course site on a regular basis (at least bi-weekly) for postings and updates on course assignments.

Academic Accommodations

To request accommodation for medical or academic needs, students must file a declaration with the Center for Academic Success by contacting Ms. April Fry by phone 814-472-3176 or email cas@francis.edu. Please contact Ms. Fry before discussing the matter with your instructor. (Please note this must be done for each course that accommodation is needed.)

Once the appropriate documentation is submitted and reviewed by the Office of Disability Services, ideally before the classes commence, you will receive a determination of what specific accommodations, if any, are to occur. Ms. Fry will contact the MHS department to outline what course modifications are to be completed and assure accommodations are made.

Although accommodations can be initiated at any time during the semester, all work submitted prior to the notification of accommodations is considered complete and no resubmission will be permitted. If the said accommodations have not been completed satisfactorily, contact the MHS Program Director.

Netiquette Policy

Students at Saint Francis University are expected to conduct themselves according to Judeo-Christian values that reflect their commitment to the University community. The values of a Franciscan education are reflected in the established Franciscan Goals for Higher Education and guide us in this way. Our community exists on the basis of shared values and principles. In the
virtual realm, these principles are uniquely relevant as, by the lack of physical presence, the non-verbal cues that help us infer meaning are absent. As a consequence, as an online community, we must pay special attention to the way we communicate in order to minimize misunderstanding. Here are some ways to do this:

- Choose your words carefully to relay your precise meaning. Avoid the use of ambiguous terms.
- Be concise—stick to the point. Avoid extraneous or tangential exchanges as they can be confusing and prone to misinterpretation.
- Always be aware that your words represent you.
- Remember the rules of common courtesy. Be respectful.
- Strive to add meaning and build the discourse (offer constructive comments). Avoid one word responses (such as good, yes or no) that do not provide an opportunity for furthering discussion.
- Content should be professional in nature. Keep private information private.
- Avoid subtle humor and irony - it can be difficult to interpret in this media.
- All in our community have the right to their opinions and we respect our collective right to disagree
- Offer responses honestly but thoughtfully and respectfully, using language that others will not consider foul or abusive;
- Seek to understand and approach varied ideas with curiosity. You don’t have to agree but much learning can occur if you remain open to different ideas.
- Avoid the use of slang or vulgar terms.
- Be patient with each other. Reread postings objectively to assure you aren’t assuming something that isn’t there.
- Always sign your name to any contribution you choose to make
- Be prepared to clarify statements that might be misunderstood or misinterpreted by others

If you find yourself frustrated or angry…

- Most often, this is better handled privately (email or phone call)
- Avoid sending messages that you have written when you are angry. It’s better to allow some time to pass before responding
- Reread your responses before posting them
- Do not write in all caps. This is considered shouting and aggressive in the virtual realm.

If you are experiencing an issue with a classmate, share your concern with your instructor.

**Academic Honesty**

Academic dishonesty will not be tolerated. Cheating, in any form, will be considered a serious offense. Students are advised to review the University's Academic Honesty Policy (University Student Handbook located on MyFrancis) and the materials pertaining to this topic in the MMS/MHS Program Manuals. Participating in any form of academic dishonesty may result in, a “0” for that assignment, failing grade for the course, or dismissal from the program. Faculty will follow the University’s policy for reporting any incidence of academic dishonesty.
It is expected that all material submitted is the student’s original work and is not a reproduction of another student or Internet material. Some examples of academic dishonesty include cutting and pasting material from another author, extensive quoting, and using reports/work from other classes. Students are expected to give appropriate credit to original authors (citations) and utilize reference lists based on the APA style guidelines.

The MMS/MHS program utilizes VeriCite or other evaluative software as a pedagogical tool for developing effective citation skills which may be used to analyze drafts and final versions of papers/materials within individual courses in the curriculum. In addition, the program reserves the right to utilize VeriCite or other software to verify originality of student work throughout the program matriculation.

Course Evaluation
Students will have the opportunity to provide feedback on the course and course instructors. All materials to provide this feedback will be placed within the Canvas course site towards the end of the semester. Your participation is strongly encouraged; your feedback is reviewed each semester and utilized for course revisions.

Grading & Assessment

Course Characteristics
The course will provide students with the opportunity to accomplish the above-stated objectives through engagement in the following activities:

- Textbook readings
- Collateral resources
- Class discussions
- Writing assignments
- Weekly chapter checks

Learner Characteristics
Students will be expected to:

- Complete all course assignments as scheduled.
- Complete all reading and internet-based assignments.
- Actively participate in the learning process by questioning, clarifying, problem-solving, and providing answers to questions posed within scheduled activities.
- Respond positively to constructive criticism.

Grading
Grades will be assigned according to the SFU plus-minus grading system as outlined below:

- A  100% to 92.5%
- A- < 92.5% to 88.5%
- B+ < 88.5% to 86.5%
- B  < 86.5% to 82.5%
- B- < 82.5% to 79.5%
- C+ < 79.5% to 77.5%
- C  < 77.5% to 72.5%
- D  < 72.5% to 62.5%
F  < 62.5% to 0.0%

A CN (continuing) grade may be assigned only in cases in which the student and the course instructor have signed and submitted a CN Contract to the University Provost. A CN contract will only be completed for **EXTENUATING** circumstances. All CN grades must be completed by the agreed-upon date indicated on the CN contract; if not, the student’s grade reverts to an “F” as described in the Saint Francis University student catalogue.

**Assignment Criteria**
All assignments and course requirements must be submitted by **11:59 PM EST** on the published due date. Unless special circumstances exist and have been **pre-arranged** with the instructor, no assignments will be accepted after the deadline. Any assignment not submitted on time will receive a grade of “0”.

All assignments must be submitted through Canvas. No assignments will be accepted if submitted through email.

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion Board Posts &amp; Responses (7 x 10 pts.)</td>
<td>70 pts.</td>
</tr>
<tr>
<td>Conflict Style Inventory</td>
<td>10 pts</td>
</tr>
<tr>
<td>Writing Assignments (5 x 25 pts)</td>
<td>125 pts</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>25 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 pts</td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td><strong>255 pts</strong></td>
</tr>
</tbody>
</table>

**Assignment Grading Rubrics**

**Discussion Postings**
Discussions provide students the opportunity to apply course material and learn from one another. This interaction is a valuable element to your learning experience and should stimulate an active learning environment. Throughout the course, students are assigned discussion topics via the discussion board. Students are to develop an original post that reflects their researched thoughts and opinions on the assigned topic. It is expected that this original post fully addresses the assigned topic, contains enough detail to evidence the student’s understanding of the topic, and **is supported with at least one (1) reference from the assigned readings**. In addition, students are expected to respond to at least two (2) of their classmates’ original posts with a quality response that adds value to the topic at hand.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Original Post Topic</strong></td>
<td>3 points</td>
</tr>
<tr>
<td></td>
<td>Addresses all elements of the topic</td>
</tr>
<tr>
<td><strong>Original Post Quality</strong></td>
<td>3 points</td>
</tr>
</tbody>
</table>


### Written Assignments Grading Rubric

The weekly activities are designed to assess your understanding and application of the course subject material. Students should address each topic thoroughly and demonstrate a solid understanding of the topic. Assignments should be 2-3 pages in length with resources in APA format (if applicable) that support your findings.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>10 points [Details]</td>
</tr>
<tr>
<td></td>
<td>8 points [Details]</td>
</tr>
<tr>
<td></td>
<td>5 points [Details]</td>
</tr>
<tr>
<td></td>
<td>0 points [Details]</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>10 points [Details]</td>
</tr>
<tr>
<td></td>
<td>8 points [Details]</td>
</tr>
<tr>
<td></td>
<td>6 points [Details]</td>
</tr>
<tr>
<td></td>
<td>4 points [Details]</td>
</tr>
<tr>
<td></td>
<td>0 points [Details]</td>
</tr>
<tr>
<td>References/ Grammar/ Formatting</td>
<td>5 points [Details]</td>
</tr>
<tr>
<td></td>
<td>4 points [Details]</td>
</tr>
<tr>
<td></td>
<td>2 points [Details]</td>
</tr>
<tr>
<td></td>
<td>0 points [Details]</td>
</tr>
</tbody>
</table>

**Course Outline:**

Refer to Assignment Table on the Canvas course site for assignment due dates.