

Syllabus

Course Overview

In this course, you will expand your knowledge, skills, and awareness of the business management skills necessary to effectively evaluate, develop, and lead a culturally competent health care organization. Course content will focus on two distinct aspects of cultural competence. The first aspect includes management responsibilities related to creating and maintaining a workplace environment of cultural diversity and inclusion. The second aspect involves an in-depth study of cultural health disparities and the social determinants of health and how they affect the ability of health care organizations to provide culturally competent health care programs and services. In your coursework, you will identify and analyze the challenges associated with the responsibilities of both aspects of cultural competence through the research and use of current, relevant resources combined with the application of critical thinking skills.

Please note: The design of this course may be different from that of any other course you have taken at Capella so far. The resources that you need to complete activities such as discussions are included in the discussions rather than introduced in separate studies. *All* of the resources are valuable and should be considered vital learning materials.

Audio and Video Recording

This course requires you to record a presentation with audio and video. You may use any software you prefer, but Kaltura is free to download, easy to use, and compatible with the Capella courseroom. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool. To create your recording, you will need an external or built-in microphone for the audio and a webcam for the video. If you do not already have this hardware, headsets and webcams are available for purchase at the Capella University Bookstore.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply knowledge of the business skills used to build and manage culturally competent health care organizations.
- 2 Analyze the role and responsibility of the health care business manager for creating and maintaining a workplace environment of cultural diversity and inclusion.
- 3 Analyze the effect of health care disparities and social determinants of health on the ability of health care organizations to provide culturally competent health care programs and services.
- 4 Communicate in a manner that is professional and consistent with expectations for members of the business professions.

Course Prerequisites

Prerequisite(s): BUS3026.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Hardware for Audio and Video Recording

- External or built-in microphone
- External or built-in webcam
- Broadband Internet connection

Course Pack

These required readings are in a digital course pack on the VitalSource platform, available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools.

Healey, B. J. (2017). The process of culture development in healthcare organizations. In B. J. Healey, *Principles of healthcare leadership* (pp. 125–139). Chicago, IL: Health Administration Press.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Dillon, B., & Bourke, J. (2016). *The six signature traits of inclusive leadership: Thriving in a diverse world* [PDF]. Boston, MA: Deloitte University Press.
- U.S. Department of Health and Human Services, Office of Minority Health. (n.d.). [Think cultural health](https://www.thinkculturalhealth.hhs.gov). Retrieved from <https://www.thinkculturalhealth.hhs.gov>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- 100 Million Healthier Lives. (n.d.). [Initiatives](https://www.100mlives.org/initiatives/). Retrieved from <https://www.100mlives.org/initiatives/>
- [Age discrimination in employment](http://www.agediscriminationinemployment.com/). (n.d.). Retrieved from <http://www.agediscriminationinemployment.com/>
- [American College of Healthcare Executives](http://www.ache.org/). (n.d.). Retrieved from <http://www.ache.org/>
- Big World Inc. (n.d.). [Diversity resources](https://www.diversityresources.com/). Retrieved from <https://www.diversityresources.com/>
- [Boardroom Diversity](http://www.boardroomdiversity.org/). (n.d.). Retrieved from <http://www.boardroomdiversity.org/>
- Castellucci, M. (2017, September 23). [Health systems turn to chief diversity officers to promote inclusive workforce](http://www.modernhealthcare.com/article/20170923/NEWS/170929949). *Modern Healthcare*. Retrieved from <http://www.modernhealthcare.com/article/20170923/NEWS/170929949>
- Centers for Disease Control and Prevention, Office of Minority Health and Health Equity. (2015). [CDC health disparities & inequities report \(CHDIR\)](https://www.cdc.gov/minorityhealth/chdireport.html). Retrieved from <https://www.cdc.gov/minorityhealth/chdireport.html>
- Centers for Disease Control and Prevention, Office of Minority Health and Health Equity. (2016). [Strategies for reducing health disparities](https://www.cdc.gov/minorityhealth/strategies2016/index.html). Retrieved from <https://www.cdc.gov/minorityhealth/strategies2016/index.html>
- Chua, C. (n.d.). [How to give constructive criticism: 6 helpful tips](https://personalexcellence.co/blog/constructive-criticism). Retrieved from <https://personalexcellence.co/blog/constructive-criticism>
- DeNisco Rayome, A. (2016, September 28). [Does your company need a chief diversity officer?](https://www.techrepublic.com/article/does-your-company-need-a-chief-diversity-officer/) Retrieved from <https://www.techrepublic.com/article/does-your-company-need-a-chief-diversity-officer/>
- Exponential Medicine. (2018, January 1). [Disrupting the social determinants of health with Lee Sanders, Josh Lee, & Gloria Wilder](https://www.youtube.com/watch?v=GP8ZZXQGs94&feature=youtu.be) [Video]. Retrieved from <https://www.youtube.com/watch?v=GP8ZZXQGs94&feature=youtu.be>
- Health Research & Educational Trust. (2015). [Increasing supplier diversity in health care](http://www.hpoe.org/Reports-HPOE/2015/2015_supplier_diversity_FINAL.pdf) [PDF]. Retrieved from http://www.hpoe.org/Reports-HPOE/2015/2015_supplier_diversity_FINAL.pdf
- HealthHappensHere. (2016, April 18). [A tale of two zip codes](https://www.youtube.com/watch?v=Eu7d0BMRt0o&feature=youtu.be) [Video]. Retrieved from <https://www.youtube.com/watch?v=Eu7d0BMRt0o&feature=youtu.be>
- Humana. (n.d.). [Humana Foundation](http://humanacsrreport.com/humana-foundation.html). Retrieved from <http://humanacsrreport.com/humana-foundation.html>
- [Institute for Diversity and Health Equity](http://www.diversityconnection.org/). (n.d.). Retrieved from <http://www.diversityconnection.org/>
- Institute for Healthcare Improvement. (n.d.). [Initiatives](http://www.ihl.org/Engage/Initiatives/Pages/default.aspx). Retrieved from <http://www.ihl.org/Engage/Initiatives/Pages/default.aspx>
- MacDonald, I. (2017, August 9). [3 factors to ensure the chief diversity officer succeeds at your organization](https://www.fiercehealthcare.com/healthcare/3-factors-to-ensure-chief-diversity-officer-succeeds-at-your-organization). Retrieved from <https://www.fiercehealthcare.com/healthcare/3-factors-to-ensure-chief-diversity-officer-succeeds-at-your-organization>
- [National Association of Health Services Executives](https://www.nahse.org/). (n.d.). Retrieved from <https://www.nahse.org/>
- [National Association of Latino Healthcare Executives](http://www.nalhe.org/). (n.d.). Retrieved from <http://www.nalhe.org/>
- National Conference of State Legislatures. (n.d.). [State laws on employment-related discrimination](http://www.ncsl.org/research/labor-and-employment/discrimination-employment.aspx). Retrieved from <http://www.ncsl.org/research/labor-and-employment/discrimination-employment.aspx>
- [National Diversity Council](http://www.nationaldiversitycouncil.org/). (n.d.). Retrieved from <http://www.nationaldiversitycouncil.org/>
- National Institutes of Health, U.S. National Library of Medicine, National Information Center on Health Services Research and Health Care Technology. (n.d.). [Health disparities](https://hsric.nlm.nih.gov/hsric_public/display_links/705). Retrieved from https://hsric.nlm.nih.gov/hsric_public/display_links/705
- [National Minority Supplier Development Council](http://www.nmsdc.org/). (n.d.). Retrieved from <http://www.nmsdc.org/>
- NCBI International Headquarters. (n.d.). [National Coalition Building Institute](http://ncbi.org/). Retrieved from <http://ncbi.org/>
- Nordqvist, C. (2017, July 31). [Health: What does good health really mean?](https://www.medicalnewstoday.com/articles/150999.php) *Medical News Today*. Retrieved from <https://www.medicalnewstoday.com/articles/150999.php>
- Ohio State University, Kirwan Institute for the Study of Race and Ethnicity. (n.d.). [Understanding implicit bias](http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/). Retrieved from <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>
- Project Implicit. (n.d.). [Frequently asked questions](https://implicit.harvard.edu/implicit/faqs.html). Retrieved from <https://implicit.harvard.edu/implicit/faqs.html>

- [Project Implicit](https://implicit.harvard.edu/implicit/). (n.d.). Retrieved from <https://implicit.harvard.edu/implicit/>
- Rail-Volution. (2016, November 7). [Why place matters in health by Dr. Tony Iton \[Video\]](https://www.youtube.com/watch?v=6u9_CndNNJs). Retrieved from https://www.youtube.com/watch?v=6u9_CndNNJs
- RGMA. (n.d.). [About RGMA](http://www.rgma.com/about-rgma). Retrieved from <http://www.rgma.com/about-rgma>
- Southern Poverty Law Center. (n.d.). [Teaching tolerance](https://www.tolerance.org/). Retrieved from <https://www.tolerance.org/>
- U.S. Department of Health and Human Services, Health Resources and Services Administration. (n.d.). [HRSA data warehouse](https://data.hrsa.gov/). Retrieved from <https://data.hrsa.gov/>
- U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Minority Health and Health Disparities. (n.d.). [NIMHD collaborations](https://www.nimhd.nih.gov/programs/collab/). Retrieved from <https://www.nimhd.nih.gov/programs/collab/>
- U.S. Department of Health and Human Services, National Institutes of Health, Office of Equity, Diversity, and Inclusion. (n.d.). [Training](https://www.edi.nih.gov/training). Retrieved from <https://www.edi.nih.gov/training>
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). [Disparities](https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities). Retrieved from <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). [State and territorial healthy people plans](https://www.healthypeople.gov/2020/healthy-people-in-action/State-and-Territorial-Healthy-People-Plans). Retrieved from <https://www.healthypeople.gov/2020/healthy-people-in-action/State-and-Territorial-Healthy-People-Plans>
- U.S. Department of Labor, Bureau of Labor Statistics. (n.d.). [Current Employment Statistics – CES \(National\)](https://www.bls.gov/ces/). Retrieved from <https://www.bls.gov/ces/>
- U.S. Equal Employment Opportunity Commission. (n.d.). [Coverage](https://www.eeoc.gov/employees/coverage.cfm). Retrieved from <https://www.eeoc.gov/employees/coverage.cfm>
- United States Census Bureau. (n.d.). [American factfinder](https://factfinder.census.gov). Retrieved from <https://factfinder.census.gov>
- [United States Census Bureau](https://www.census.gov/). (n.d.). Retrieved from <https://www.census.gov/>
- University of Wisconsin Population Health Institute. (n.d.). [County health rankings & roadmaps](http://www.countyhealthrankings.org/). Retrieved from <http://www.countyhealthrankings.org/>
- USA.gov. (n.d.). [Labor laws and issues](https://www.usa.gov/labor-laws). Retrieved from <https://www.usa.gov/labor-laws>

Optional

Unit 1 >> Diversity and Inclusion From a Health Care Business Management Perspective

Introduction

This week you will:

- Learn the fundamental terms and concepts related to cultural competence in health care.
- Participate in one discussion.
- Complete a short quiz on the terms and concepts you study, due by midnight Sunday.

This course begins with an introduction to fundamental terms and concepts related to cultural competence in health care management. These terms and concepts help ensure cultural competency within an organization and provide the foundation for understanding the effect of health care disparities and their social determinants, which will be covered extensively in later units.

In this unit, you will also explore the relationships and differences between diversity and inclusion and analyze how they relate to business management responsibilities and organizational culture from a broad perspective. As you progress through the course, you will delve more deeply into specific examples of the resources, tools, knowledge, and business skills that effective leaders use to develop strategies, policies, and procedures required to build and maintain culturally competent organizations.

Learning Activities

u01d1 - Diversity and Inclusion

Discussion Resources

The following resources provide an introduction to the concepts and terminology that will be used throughout the course. They will help you complete this discussion and should be reviewed before you complete the assignment in this unit. (You may also wish to complete the assignment before you post to this discussion, as it may contribute to your understanding.)

- Simms, J., & Fried, B. J. (2018). Diversity and inclusion in the workplace. In B. J. Fried & M. D. Fottler, *Fundamentals of human resources in healthcare* (2nd ed., pp. 296–307). Chicago, IL: Health Administration Press.
 - This resource is identified as Chapter 11 – "Diversity and Inclusion in the Workplace" by Bruce J. Fried; Myron D. Fottler in the coursepack.

- [Institute for Diversity and Health Equity](http://www.diversityconnection.org/). (n.d.). Retrieved from <http://www.diversityconnection.org/>
 - Explore this website for articles and information.
- Dillon, B., & Bourke, J. (2016). *The six signature traits of inclusive leadership: Thriving in a diverse world* [PDF]. Boston, MA: Deloitte University Press.
 - "Introduction: A New Leadership Capability," pages 1–3.
 - "A Diverse New World: Markets, Customers, Ideas, and Talent," pages 4–6.

Overview

The individual role and relationship of diversity and inclusion to each other within an organization can be confusing. Effective leaders must possess a solid understanding of the definitions of each, as well as the distinctions between them. From there, leaders can move on to evaluate the level of cultural competence that exists in their organization. This process includes evaluating explicit and implicit personal bias and its effect on the cultural competence of the organization.

This discussion asks you to reflect on, evaluate, and share your own personal experiences and observations related to these concepts.

Discussion Instructions

Develop a well-organized discussion posting that addresses the following:

- Briefly explain how an organization can be diverse within the overall staffing mix yet not be considered inclusive and truly culturally competent in its practices.
- Choose a health-care-related organization where you currently work or where you have previously worked. If you have not yet entered the health care field, you may use an organization in a different industry.
 - Evaluate the organization's staffing structure, organizational culture, and practices in regard to diversity and inclusion.
 - Explain how the relationships and actions of the organization's leaders played a role in your findings.

Use references from your unit readings and specific examples to directly support your ideas and insights.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning.

- How does your understanding of diversity and inclusion compare with those of your peers?
- What interesting details in the postings of your peers did you notice?
- How are the insights you gained from this discussion similar to or different from those of your peers?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Define terms and concepts related to cultural competence.

u01a1 - Cultural Competency Concepts and Terms

Overview

As you begin this course, it is important to understand the specific concepts and terms related to cultural competence from an organizational management perspective and from a health disparities perspective. This assignment will help you become more familiar with the concepts and terms you will be studying in depth in this course. Please complete this activity early in the week, as the increased knowledge you gain will support your success in the unit discussion.

Instructions

Complete the Cultural Competency Concepts and Terms Quiz, which is a Capella multimedia presentation linked in the Resources. You must answer all of the quiz questions correctly in order to receive credit for the assignment. You may take the quiz as many times as needed in order to achieve a score of 100%.

Once you have successfully scored 100%, download the certificate of completion and submit it as an attachment to this assignment.

[Cultural Competency Concepts and Terms Quiz](#) | Transcript

Unit 2 >> Inclusive Leadership and Personal Implicit Bias

Introduction

This week you will:

- Learn the traits of inclusive leadership.
- Participate in one discussion.
- Complete your second assignment, due by midnight Sunday.

As you learned in Unit 1, organizations must not only strive to implement strategies to ensure a diverse workforce but must also make an equal effort to recognize and implement specific strategies and approaches to retain valuable staff so that the organization experiences the full benefits of a diverse workforce. To achieve an organizational culture that is inclusive, staff must feel that they are treated with fairness and respect, are valued for who they are, are part of the team, and feel comfortable speaking up and contributing.

According to Dillon and Bourke (2016), the three basic management actions and approaches of inclusive leadership can be summarized as:

1. Treating people and groups fairly—that is, based on their unique characteristics, rather than on stereotypes.
2. Personalizing individuals—that is, understanding and valuing the uniqueness of diverse others while also accepting them as members of the group.
3. Leveraging the thinking of diverse groups for smarter ideation and decision making that reduces the risk of being blindsided. (p. 7)

Unit 2 will introduce you to six signature traits that inclusive leaders can build to support their own professional development of practicing inclusive leadership. The discussion in this unit asks you to examine one of these traits in detail and reflect on how you might embrace and exhibit it in your own health care business management practices. The assignment in this unit focuses specifically on the signature trait related to cognizance of bias. You will look closely at explicit bias you are aware that you hold and explore unconscious implicit bias that may present issues for you in your career.

Reference

Dillon, B., & Bourke, J. (2016). *The six signature traits of inclusive leadership: Thriving in a diverse world* [PDF]. Boston, MA: Deloitte University Press.

Learning Activities

u02d1 - Six Signature Traits of Inclusive Leadership

Discussion Resources

The following resources will help you complete this discussion and may be useful in completing your second assignment.

- Dillon, B., & Bourke, J. (2016). *The six signature traits of inclusive leadership: Thriving in a diverse world* [PDF]. Boston, MA: Deloitte University Press.
- Southern Poverty Law Center. (n.d.). [Teaching tolerance](https://www.tolerance.org/). Retrieved from <https://www.tolerance.org/>
 - This site contains a variety of activities that can help you understand your own implicit biases.
- Project Implicit. (n.d.). [Frequently asked questions](https://implicit.harvard.edu/implicit/faqs.html). Retrieved from <https://implicit.harvard.edu/implicit/faqs.html>
 - This list of answers to frequently asked questions can provide insight on implicit bias.
- [Project Implicit](https://implicit.harvard.edu/implicit/). (n.d.). Retrieved from <https://implicit.harvard.edu/implicit/>
 - You may either choose to register or simply be a guest. There are a number of tests you can take to discover more about your implicit biases.
- Ohio State University, Kirwan Institute for the Study of Race and Ethnicity. (n.d.). [Understanding implicit bias](http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/). Retrieved from <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

Overview

The six-factor inclusive leadership model, developed by Deloitte Consulting, includes commitment, courage, cognizance of bias, curiosity, cultural intelligence, and collaboration. These are the foundational traits that leaders can embrace and develop as a way to improve their leadership skills and increase their success. Become familiar with the basics of each, and reflect on your own career experience related to each of the six traits.

Discussion Instructions

For this discussion, choose one of the traits to focus on. For your main post, prepare an essay that focuses on how this specific trait relates to business management roles and responsibilities in the area of the health care industry of your chosen career. You may use a real-life example you experienced or observed in your career if applicable. Within your post:

- Describe the trait and its underlying elements.
- Provide an example of what leaders need to reflect on related to this trait (and its elements) within the context of their role and responsibilities.
- Identify a specific action or approach leaders might use or implement to develop the trait and ensure an inclusive management style.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning. Try to choose posts that address different signature traits to expand your overall understanding and awareness of them all and how they might be applied to management roles and responsibilities in different areas of the health care industry. Compare and contrast your findings and insights with those of your peers.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Describe types of personal implicit bias.
- Explain how leaders can develop traits of inclusive leadership.
- Explain how personal implicit bias affects the ability to lead.
- Explain the traits of inclusive leaders.

u02a1 - Investigating the Need for Cognizance of Bias in Management

Overview

Subtle personal biases can negatively affect the way leaders interact with and manage those they work with, as well as affect the decisions they make in their day-to-day roles and responsibilities in business management. These can include reacting to explicit and implicit stereotyping of others; exhibiting similarity, attraction, or in-group favoritism tendencies, which, in turn, can lead to attribution errors; practicing confirmation bias when collecting and evaluating information; and allowing group-think to override rational decision making to keep the peace. In the Dillon and Bourke (2016) inclusive leadership model, these biases are all related to the cognizance of bias signature trait, which encompasses elements of self-regulation and fair play as they pertain to managing organizations.

Other people may observe implicit bias in an individual, while the person exhibiting it has no idea it exists or is affecting his or her behavior. This type of situation is aligned with Dillon and Bourke's inclusive leadership model trait of commitment. It directly relates to leaders needing to exhibit humility by admitting mistakes and learning from criticism; however, leaders are encouraged to investigate possible implicit biases they might have to avoid any negative consequences.

Reference

Dillon, B., & Bourke, J. (2016). *The six signature traits of inclusive leadership: Thriving in a diverse world*. Boston, MA: Deloitte University Press.

Instructions

This assignment has two parts. Format this assessment following APA guidelines.

For the first part, imagine that you are a business manager in a health care organization. You have been asked to write a research article for the monthly newsletter on the topic of personal bias. For the second part, you will need to research online tests and possibly uncover your own personal implicit biases to be one step ahead of the game in your future career.

In your assignment, complete the following:

Part 1

Write a research article for the monthly newsletter on the topic of personal bias:

- Choose and define one of the types of bias mentioned in the Dillon and Bourke paper, linked in the Resources.
- Explain how the bias relates to self-regulation and fair play in health care business management within a specific sector of the health care industry.
- Propose actions that a manager in a health care organization might take to make sure the bias does not prevent managing in an inclusive manner.

Part 2

Research online tests for personal bias and take a test. (Project Implicit has several.)

- Describe the implicit bias test you took. Include the URL for the test.
- Discuss the results of the test and the personal insight you gained from the experience.
- Explain how you might apply your insights directly to your future management role and responsibilities.

Additional Requirements

- A title page and a references page.
- 3–5 pages, double-spaced, in addition to the title page and references page.
- At least one professional or scholarly resource in addition to the course materials.
- APA format, including appropriate headings and subheadings.
- Times New Roman font, 12 point.

Course Resources

[Capella University Library](#)

[The Six Signature Traits of Inclusive Leadership \[PDF\]](#)

[Project Implicit](#)

[Writing Center](#)

Unit 3 >> Understanding Diversity and Labor Laws

Introduction

This week you will:

- Learn about employment laws pertaining to diversity.
- Start planning for your Unit 6 assignment, which is an interview with a chief diversity officer (or other health care business leader).
- Participate in one discussion.
- Complete your third assignment, due by midnight Sunday.

The term *diversity*, as applied to business organizational management, is traditionally applied to the mix of individuals employed by an organization. It is not enough to hire a diverse mix of individuals; an organization must also develop a culture and management approach that promotes a sense of inclusion and acceptance of all. It is interesting to note that there are specific generational perspectives regarding the attributes included within the concept of diversity. This is likely to continually change and adapt, generation to generation, as worldviews and perceptions evolve. Traditionally, variations in employee attributes were thought of in terms of age, gender, race, and (occasionally) work style. However, the baby boomer generation expanded on these to include status, sexual orientation, and religion. Millennials experience a worldview that already includes diverse personal and professional networks and relationships; therefore, they have expanded and refined diversity to include context of experiences, opinions, and thoughts. It is vital for managers to understand how these different perceptions of diversity are experienced within the organization by different generational groups. These different perceptions all affect the organizational culture and can be a potential source of conflict.

In addition to being sensitive and responsive to the diversity and inclusiveness of an organization, leaders must be fully aware of employment laws that are related to equal opportunity and anti-discrimination to ensure that all policies, procedures, and management decisions and actions are in legal compliance. The oldest labor law, the Fair Labor Standards Act (FLSA) was established in 1938 and continues to be amended. Another foundational law

is Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination. These, along with many other laws enacted to protect employee rights, must be completely understood by all health care business managers. Not only is legal compliance related to ethical business practice, but penalties for breaking these laws (or simply being accused of breaking them) can result in tremendous financial burdens, a potential loss of public reputation and trust, and occasionally even the end of a leader's career. In larger organizations, the Human Resource and Legal department professionals and chief diversity officers handle compliance issues and provide support and guidance for managers. However, in smaller organizations, it may be up to the manager or owner or both to ensure compliance by educating themselves and developing policies and procedures to avoid and address potential issues.

Learning Activities

u03s1 - Planning Ahead: Informational Interview

Your Unit 6 assignment is a report based on an informational interview you will conduct with a chief diversity officer (CDO), or an equivalent position. Take a few minutes to review the requirements and expectations for that assignment.

The assignment in this unit will give you a start by asking you to identify the person and organization you plan to use. You can use employment websites to research the CDO job description and others related to it. Locate a health care organization in your area that has a CDO or someone with a similar role and responsibilities. You will then need to reach out to this person and discuss the possibility of conducting an informational interview.

Review the following Capella multimedia presentation for resources that may help you feel more confident in how you position the interview:

- [How to Conduct an Informational Interview.](#)

u03d1 - Employment Laws and Diversity

Discussion Resources

The following resources will help you complete this discussion and may be useful in upcoming assignments.

- Maynard, D. (2018). The legal and ethical environment. In B. J. Fried & M. D. Fottler, *Fundamentals of human resources in healthcare* (2nd ed., pp. 51–85). Chicago, IL: Health Administration Press.
 - This resource is identified as Chapter 3 – "The Legal and Ethical Environment" by Bruce J. Fried; Myron D. Fottler in the coursepack.
- Simms, J., & Fried, B. J. (2018). Diversity and inclusion in the workplace. In B. J. Fried & M. D. Fottler, *Fundamentals of human resources in healthcare* (2nd ed., pp. 296–307). Chicago, IL: Health Administration Press.
 - This resource is identified as Chapter 11 – "Diversity and Inclusion in the Workplace" by Bruce J. Fried; Myron D. Fottler in the coursepack.
- Perry, F. (2014). Gender discrimination: Rolling Meadows Community Hospital. In *The tracks we leave: Ethics & management dilemmas in healthcare* (2nd ed., pp. 59–77). Chicago, IL: Health Administration Press.
 - This resource is identified as Chapter 5 by Frankie Perry in the coursepack.
- U.S. Department of Labor, Bureau of Labor Statistics. (n.d.). [Current Employment Statistics – CES \(National\)](https://www.bls.gov/ces/). Retrieved from <https://www.bls.gov/ces/>
- USA.gov. (n.d.). [Labor laws and issues](https://www.usa.gov/labor-laws). Retrieved from <https://www.usa.gov/labor-laws>
- National Conference of State Legislatures. (n.d.). [State laws on employment-related discrimination](http://www.ncsl.org/research/labor-and-employment/discrimination-employment.aspx). Retrieved from <http://www.ncsl.org/research/labor-and-employment/discrimination-employment.aspx>
- U.S. Equal Employment Opportunity Commission. (n.d.). [Coverage](https://www.eeoc.gov/employees/coverage.cfm). Retrieved from <https://www.eeoc.gov/employees/coverage.cfm>
- [Age discrimination in employment](http://www.agediscriminationinemployment.com/). (n.d.). Retrieved from <http://www.agediscriminationinemployment.com/>
 - Browse the variety of articles on this website.
- [Boardroom Diversity](http://www.boardroomdiversity.org/). (n.d.). Retrieved from <http://www.boardroomdiversity.org/>
 - Browse the variety of articles on this website.
- [National Association of Health Services Executives](https://www.nahse.org/). (n.d.). Retrieved from <https://www.nahse.org/>
 - Explore this site.
- [National Association of Latino Healthcare Executives](http://www.nalhe.org/). (n.d.). Retrieved from <http://www.nalhe.org/>
 - Explore this site.
- [American College of Healthcare Executives](http://www.ache.org/). (n.d.). Retrieved from <http://www.ache.org/>
 - Explore the publications tab of this site.

Discussion Instructions

Choose a group in the health care workforce that you are most likely to work with or manage in your future career. Some examples might be members of a specific race, religion, age, sexual identity, physical ability, country of origin, economic class, and so on.

Once you have a group in mind, write a post in which you:

- Identify the group you selected.
- Discuss the diversity metrics of the group using statistics and data on employment in the health care industry. What percentage of the health care workforce does the group represent?
- Research and describe the specific labor laws that protect this group.
- Research an organization and briefly describe an initiative the organization sponsors and engages in to support the group.
- Explain how one of the signature traits of inclusive leadership might be applied to the role and responsibilities of managing this group.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning.

- How do the research findings on your group compare to those of your peers?
- Have they presented information that would be useful to you in your future role?
- How well have they analyzed the use of signature traits of inclusive leadership?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03s2 - Additional Resources

The following resources are provided to expand your knowledge and understanding of the unit topic:

- DeNisco Rayome, A. (2016, September 28). [Does your company need a chief diversity officer?](https://www.techrepublic.com/article/does-your-company-need-a-chief-diversity-officer/) Retrieved from <https://www.techrepublic.com/article/does-your-company-need-a-chief-diversity-officer/>
- MacDonald, I. (2017, August 9). [3 factors to ensure the chief diversity officer succeeds at your organization](https://www.fiercehealthcare.com/healthcare/3-factors-to-ensure-chief-diversity-officer-succeeds-at-your-organization). Retrieved from <https://www.fiercehealthcare.com/healthcare/3-factors-to-ensure-chief-diversity-officer-succeeds-at-your-organization>
- Castellucci, M. (2017, September 23). [Health systems turn to chief diversity officers to promote inclusive workforce](http://www.modernhealthcare.com/article/20170923/NEWS/170929949). *Modern Healthcare*. Retrieved from <http://www.modernhealthcare.com/article/20170923/NEWS/170929949>

u03a1 - Informational Interview Candidate Selection

The first step in preparation for your interview with a chief diversity officer (or other health care business leader) is to research and choose a potential interview candidate. For this assignment, write 1–2 paragraphs in which you:

- Identify the interview candidate.
- Provide a job description (if available).
- Identify the organization and/or the department the candidate manages.

Please do *not* schedule an interview until you have feedback from your instructor on your candidate choice!

Introduction

This week you will:

- Discover strategies leaders can use to build cultural competence.
- Schedule your informational interview.
- Participate in two discussions.
- Prepare for your informational interview.

The success of diversity and inclusion approaches and initiatives can be assessed through evaluation of the existing organizational culture. A culture audit is a formal investigation of the culture of an organization. One of the leading indicators of success in diversity and inclusion efforts is an assessment of the shared values expressed throughout the organization. Shared values related to inclusive efforts help to establish a central moral focus as well as protect and support individual rights. Empowerment ensures a sense of psychological safety, which encourages a diversity of talent and ideas shared within the organization.

Professional consultants can be hired to perform a culture audit, although it can be conducted internally through an intensive inquiry process throughout all levels of the organization. When leaders can identify and establish trust and open communication with informal leaders (individuals who influence the behavior of others by means other than formal authority), they can gain deep insight into the norms and beliefs of the organizational culture. Well-developed business management communication and relationship-building skills are required to accomplish this. If an audit indicates that the diversity and inclusion strategies and efforts have not resulted in a culturally competent organizational culture, leaders must reflect on their role in the outcome and strategically develop and implement action plans for improvement. Business management skills involving reflection, critical thinking, change management, conflict management, and data analysis are required to accomplish this. Strategies might include creating value statements, forming diversity and inclusion councils, providing training, or even adding professional positions such as a chief diversity officer or related departments.

Learning Activities

u04s1 - Informational Interview

This week you should contact your chosen interview candidate to schedule a time for your interview during Week 5, or very early in Week 6 of the course. Be sure you allow yourself enough time to complete the assignment that is due in Unit 6 and is based on your interview.

Course Resources

[How to Conduct an Informational Interview](#) | Transcript

u04d1 - Culturally Competent Organizational Leadership

Discussion Resources

The following resources will help you complete this discussion and may be useful in assisting with your course assignments:

- Simms, J., & Fried, B. J. (2018). Diversity and inclusion in the workplace. In B. J. Fried & M. D. Fottler, *Fundamentals of human resources in healthcare* (2nd ed., pp. 296–307). Chicago, IL: Health Administration Press.
 - This resource is identified as Chapter 11 – "Diversity and Inclusion in the Workplace" by Bruce J. Fried; Myron D. Fottler in the coursepack.
- Healey, B. J. (2017). The process of culture development in healthcare organizations. In B. J. Healey, *Principles of healthcare leadership* (pp. 125–139). Chicago, IL: Health Administration Press.
 - This resource is identified as Chapter 7 – "The Process of Culture Development in Healthcare Organizations" by Bernard J. Healey in the coursepack.

Explore these sites to learn about the types of training each offers:

- U.S. Department of Health and Human Services, National Institutes of Health, Office of Equity, Diversity, and Inclusion. (n.d.). [Training](https://www.edi.nih.gov/training). Retrieved from <https://www.edi.nih.gov/training>
- NCBI International Headquarters. (n.d.). [National Coalition Building Institute](http://ncbi.org/). Retrieved from <http://ncbi.org/>
- [National Diversity Council](http://www.nationaldiversitycouncil.org/). (n.d.). Retrieved from <http://www.nationaldiversitycouncil.org/>
- Big World Inc. (n.d.). [Diversity resources](https://www.diversityresources.com/). Retrieved from <https://www.diversityresources.com/>

Overview

The resources provided for this discussion focus on the foundational elements involved in creating healthy organizational cultures and on the roles and responsibilities leaders hold in the process of creating, maintaining, and evaluating them. The elements of shared values and empowerment tie in closely with the cultural competency values of diversity and inclusion.

Discussion Instructions

For this discussion, you will share your personal experiences related to the cultural competency elements of organizational culture. If you are not yet working in the health care industry, you may refer to another industry, as the basic elements and management of organizational culture apply to all leadership roles.

In your initial post:

- Describe the type of organization and leadership structure you are referring to. You do not need to identify a specific organization.
- Evaluate the level of cultural competency exhibited within the organizational culture. (Refer directly to diversity, inclusion, and organizational culture theory, concepts, and elements to explain your evaluation.)
- Explain how the specific business management skills, tools, and strategies of the organization's leaders contributed to creating the level of cultural competency within the organizational culture.
- Recommend an action that leaders might use to improve or maintain the level of cultural competency within the organizational culture.
- Research the diversity training resources and recommend one that you feel would benefit the organization you have chosen to use in this discussion. Explain your choice.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning. Comment on the evaluations and recommendations of your peers. Identify similarities and differences in the relationship between the level of cultural competency exhibited in the organizational culture and the actions of the organizational leaders across the different types of health care organizations represented in the posts.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Apply knowledge of business leadership skills.
- Explain how leaders can develop traits of inclusive leadership.
- Apply undergraduate-level skill in research, writing, and critical thinking.

u04d2 - Preparing for Your Informational Interview

Discussion Resources

The following resources are offered to help you complete this discussion and may be useful in completing your Unit 6 assignment.

- Simms, J., & Fried, B. J. (2018). Diversity and inclusion in the workplace. In B. J. Fried & M. D. Fottler, *Fundamentals of human resources in healthcare* (2nd ed., pp. 296–307). Chicago, IL: Health Administration Press.
 - This resource is identified as Chapter 11 – "Diversity and Inclusion in the Workplace" by Bruce J. Fried; Myron D. Fottler in the coursepack.
 - Complete Exercise 1 on page 307.
- How to Conduct an Informational Interview.
 - Review the following Capella multimedia presentation for resources that may help you feel more confident in how you position the interview
- Chua, C. (n.d.). [How to give constructive criticism: 6 helpful tips](https://personalexcellence.co/blog/constructive-criticism/). Retrieved from <https://personalexcellence.co/blog/constructive-criticism/>
 - Refer to this resource when providing feedback to your peers on their informational interview questions.

Overview

Now that you have chosen your interview candidate, the next steps are to research his or her organization and draft your interview questions. Keep in mind that the sole purpose of this interview is to gain awareness of the skills, knowledge, approaches, strategies, tools, and challenges involved in successfully managing a culturally competent health care organization from a working professional in the field. This is a valuable opportunity to experience how the diversity and inclusion concepts and theories presented in the course are applied and demonstrated in the real world.

For an icebreaker to begin your interview, you might find it interesting to ask your interviewee about their education and career path leading to the position they hold. You may wish to use the questions found in Exercise 1 on page 307 of the suggested coursepack reading from Fried and Fottler's *Fundamentals of Human Resources in Healthcare* to gather the information you need. However, to deepen your understanding of the professional diversity role and responsibilities in the health care industry, you should revise the focus of the questions, if appropriate, or add your own questions. Be respectful of time and limit your interview to 20–30 minutes.

Discussion Instructions

In your initial post:

- Introduce the interview candidate you have chosen.
- Share any information you have gotten through researching the person's organization (and department, if applicable).
- Share the first draft of your interview questions for peer and instructor review and feedback.

You may wish to review the Unit 6 assignment instructions and scoring guide before you complete this discussion. Once you have received feedback and made any needed revisions to your questions, you are ready to go on to the next step: scheduling your interview for Week 5 or very early in Week 6.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure they receive timely feedback for possible revision of the interview questions. When choosing whom to respond to, be aware of main posts that have not yet received feedback. This will help ensure that everyone gets feedback. Concentrate your feedback on how well the questions are crafted and organized and how effective they will be in gathering the type of information intended for this interview. Point out strong points and offer constructive feedback. Refer to Chua's blog post "How to Give Constructive Criticism: 6 Helpful Tips" for assistance.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u04d2 - Learning Components

- Apply knowledge of business leadership skills.

Unit 5 >> Diversity in Supply Management

Introduction

This week you will:

- Examine the importance of diversity in supply management in terms of both the workplace culture and health care disparities.
- Conduct your informational interview and prepare for your Unit 6 assignment.
- Participate in one discussion.
- Complete a mid-course reflective assignment, due by midnight Sunday.

So far, this course has focused on the role and responsibility of the health care manager for creating and maintaining a workplace environment of cultural diversity and inclusion. With this unit, the focus shifts to the study of health care disparities and social determinants. The practice of ensuring diversity in supply management involves the same business skills necessary for creating and maintaining a workplace environment of cultural diversity and inclusion, as well as engaging in diverse management purchasing practices.

The activities and resources in this unit explore the concept of, and the intricate system for, diversity supply management, which came from a federal policy goal set in 1969 to include minority-owned companies in bids for government projects. Since that time it has been found to be ethical and advantageous to adopt this managerial practice in the private health care sector, further enhancing the level of cultural competency in organizations.

Learning Activities

u05s1 - Planning Ahead: Informational Interview Report

This week you should be conducting your informational interview as part of the prework you need to do for your Unit 6 assignment. If you have not already looked at the assignment requirements, take a few moments now to do so.

Part of the assignment requirements are to record a presentation with audio and video. You may use any software you prefer, but Kaltura is free to download, easy to use, and compatible with the Capella courseroom. Take some time this week to set up and test the software you plan to use. Also practice using your hardware to ensure the audio and visual quality is sufficient.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Resources

[Using Kaltura \[PDF\]](#)

[How to Conduct an Informational Interview | Transcript](#)

DisabilityServices@Capella.edu

u05d1 - Diversity in Supply Management

Discussion Resources

The following resources are provided to help you complete this discussion and may be useful in completing course assignments.

- Health Research & Educational Trust. (2015). [Increasing supplier diversity in health care \[PDF\]](#). Retrieved from http://www.hpoe.org/Reports-HPOE/2015/2015_supplier_diversity_FINAL.pdf
- [National Minority Supplier Development Council](#). (n.d.). Retrieved from <http://www.nmsdc.org/>
 - Explore the Media Room tab and the Programs tab on this site.
- RGMA. (n.d.). [About RGMA](#). Retrieved from <http://www.rgma.com/about-rgma>
 - Explore how RGMA works to support supplier diversity.

Discussion Instructions

The practice of ensuring diversity in supply management involves the same business skills that are used for creating and maintaining a workplace environment of cultural diversity and inclusion. These same skills are used to address issues related to health care disparities through diverse management purchasing practices.

Imagine that you are a department manager in a small to midsize health care organization. You have been asked to write a 1–2 page brief for the management team on the value of improving the level of diversity in the organization's supply management practices. Your brief must also include specific recommendations for actions the organization could adopt.

Refer to historical and current information, formal initiatives, organizations and programs, cultural competency concepts, examples of real-life applications, and business management skills to provide validity and evidence for your ideas and recommendations. You do not need to include all of these; use the elements that are most applicable.

You may also refer to the resources provided in this discussion, along with your own research and career experience.

Note: A business brief is a professional document and is typically written using single-spaced paragraphs. It is intended to provide the reader with a broad overview of a topic or idea. After you have written your brief, copy and paste it into the discussion text box.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning. How well have your peers outlined and supported the benefits of improving the level of diversity in the supply management practices for their organization? Did they include information that could have strengthened your work?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Apply knowledge of business leadership skills.
- Apply undergraduate-level skill in research, writing, and critical thinking.

u05a1 - Mid-Course Reflection

Overview

Strategic planning requires deep reflection on facts, ideas, and opinions. As leaders in the fast-paced health care industry, it can be difficult to take the time to shift gears and think deeply. As a busy adult learner, it can also be a challenge to find the time to digest what you have learned and experienced as you move quickly from one unit to the next. However, doing so will help you gain clarity and insight as to how you might apply the concepts and theories you have studied. This assignment gives you a chance to practice this type of reflection as a new leadership skill that can also improve your academic success.

Instructions

Watch the short presentation [Developing Reflective Practice Skills](#) linked in the resources area of this assignment. It can help you understand how to use reflection to improve your leadership skills and academic success.

Then write a 2–4 page reflection paper that includes the following sections:

- Section 1:
 - Identify your most valuable learning experience from Units 1–5 and explain why it was so meaningful for you. This might include facts, concepts, insights, or ideas derived from course content, outside research, your instructor, your peers, or professionals in the field.
- Section 2:
 - Provide an example of knowledge, awareness, or a skill gained in Units 1–5 and explain how or why it is applicable to your current or future career.
- Section 3:
 - Discuss ideas, material, research, or topics that you did not have time to fully investigate but would like to revisit.
- Section 4:
 - Create a list of resources for future reference and possible use in your courses, career, or both. This might include articles, authors, websites, professional organizations, research studies, and publications. For each resource, provide a link (where applicable) and consider including a brief annotation about why you included the resource.
 - **Hint:** You may wish to save the resources from Sections 3 and 4 in RefWorks for future access. Instructions for using RefWorks are included in the resources for this assignment.

Because this assignment concerns specific, personal aspects of your learning experience so far in this course, it should be written in first person (using *I*, *me*, *my*, et cetera).

Additional Requirements

- A title page and references page (if applicable).
- 2–4 pages, double-spaced, not including the title page and references page.
- APA format for citations and references.
- Times New Roman font, 12 point.

Course Resources

[Developing Reflective Practice Skills](#) | Transcript

[Writing Center](#)

[RefWorks](#)

Introduction

This week you will:

- Learn how health is defined and be introduced to the social roots of health disparities.
- Participate in one discussion.
- Complete and submit your Informational Interview Report, due by midnight Sunday.

The focus of Unit 6 shifts to the concepts of health care disparities and social determinants of health. You will analyze their relationship to the role of the health care manager and their effect on efforts of health care organizations to provide culturally competent health care programs and services. Building on your understanding of disparities in health care studied in other courses and through your own experiences, the resources and activities in this unit will continue to expand your knowledge of the definitions and concepts of health care disparities and social determinants of health.

Learning Activities

u06d1 - Health Care Disparities and Social Determinants of Health

Discussion Resources

The following resources are provided to help you complete this discussion and may be useful in course assignments.

- Barr, D. A. (2014). The relationship between socioeconomic status and health, or, "they call it 'poor health' for a reason." In *Health disparities in the United States: Social class, race, ethnicity, and health* (2nd ed., pp. 36–56). Baltimore, MD: Johns Hopkins University Press.
 - This resource is identified as Chapter 3 – The Relationship Between Socioeconomic Status and Health, or "They Call It 'Poor Health' for a Reason" in the coursepack.
- Barr, D. A. (2014). Understanding how social status leads to poor health. In *Health disparities in the United States: Social class, race, ethnicity, and health* (2nd ed., pp. 58–86). Baltimore, MD: Johns Hopkins University Press.
 - This resource is identified as Chapter 4 – "Understanding How Social Status Leads to Poor Health" in the coursepack.
- Humana. (n.d.). [Humana Foundation](http://humanacsrreport.com/humana-foundation.html). Retrieved from <http://humanacsrreport.com/humana-foundation.html>
- Nordqvist, C. (2017, July 31). [Health: What does good health really mean?](https://www.medicalnewstoday.com/articles/150999.php) *Medical News Today*. Retrieved from <https://www.medicalnewstoday.com/articles/150999.php>
- Caron, R. M. (2017). Population health and health determinants. In *Population health: Principles and applications for management* (pp. 215–231). Chicago, IL: Health Administration Press.
 - This resource is provided through the bookstore as part of a coursepack.

Scenario

Due to recent and rapid growth and change in the demographics of your area, senior leaders in your health care organization have decided to place an emphasis on education and outreach related to health care disparities within the local community. At a department team meeting, they explained that each manager would be responsible for making sure that staff are on board and engaged in the process as part of the strategic plan for the upcoming year.

During the meeting, it became apparent that the definitions and concepts of health, health care disparities, and social determinants of health can be unclear and confusing. As a result, one of the initial tasks for the team will be to work together to develop a definition that will be used consistently throughout the organization. To prepare for the next meeting, each team member has been asked to develop a sample description of each term that will be shared in a roundtable discussion before a vote on the final versions that will then be submitted to leadership for approval.

Discussion Instructions

Based on the scenario provided, prepare a discussion posting in which you develop a 2–3 paragraph definition for each of the following terms:

- Health.
- Health care disparity.
- Social determinant of health.

Your definitions must be written in a professional manner, but they should be understandable by all employees. You may include examples as part of your definition. Include the APA-formatted citations for the resources that helped you with your definitions. Explain why you feel that your definitions would be suitable for all employees.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning. Provide feedback on your peers' definitions—offering constructive ideas for improvement and identifying those you feel would be voted for as final versions.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Define terms and concepts related to cultural competence.
- Apply undergraduate-level skill in research, writing, and critical thinking.

u06a1 - Informational Interview Report

Overview

For this assignment, you will show your understanding of culturally competent management in the health care industry by reporting on information gathered during an informational interview and analyzing how it relates to the course concepts. This assignment requires you to record yourself presenting your report.

Recording Tips and Suggestions

This is not a public speaking exercise. It is an opportunity to learn and practice a business management communication tool and technique that is very applicable to increasingly digital and virtual workplaces.

You may record your presentation using any device and software you are comfortable with, as long as the file is supported by the Capella courseroom. Before you submit your presentation, be sure the audio and video are of sufficient quality. If you choose to use Kaltura, a tutorial is included in the resources area of this assignment. Please refer to the tutorial for instructions on downloading the program, recording your presentation, and uploading any type of media file into the assignment area.

Tips:

- Do not write a paper and then record yourself reading it to your audience. Draft bullet points or an outline to follow, expanding each point with knowledge and ideas in your own words.
- Look into the camera to maintain eye contact with your audience, glancing at your notes as needed to stay on track. Try to look relaxed. Smile! Practice recording your presentation to be sure you have good quality audio and video and to polish your delivery.

Instructions

For this assignment, you will create and record an 8–10 minute presentation with audio and video. You also need to write and submit an outline of your recorded presentation content.

Your recorded presentation should have three distinct sections:

- Section 1:
 - Introduce the person you interviewed, the organization or department where she or he works, and the health care industry sector she or he works in.
 - Include a description of the person's position.
 - Describe the educational and/or professional path to the position. In other words, what were the business management skills and knowledge the person needed to arrive at the position?
 - Describe the diversity- and inclusion-related role and responsibilities of the person.
- Section 2:
 - Evaluate the organization's level of cultural competence.
 - Discuss the person's answers to your questions.
 - Explain how the answers apply to the concepts of diversity and inclusion presented in the course.
 - Support your perspectives and opinions with relevant evidence from the course resources or your own research.
- Section 3:

- Explain how or why specific business management skills (effective communication, team management, conflict resolution, change management, data analysis, organizational culture development, and so on) are necessary in the effort to make an organization culturally competent.

Submission Requirements

- Submit two files:
 - A recording (with audio and video) in any file format that can be uploaded.
 - A Word document with an outline of your presentation.
- The recorded presentation should be 8–10 minutes in length.
- The outline should include:
 - A title page and references page.
 - 1–2 pages of content, in addition to the title page and references page.
 - An outline format or bullet points that correspond to the content of the presentation.
 - APA format for references mentioned in the presentation.
 - Times New Roman font, 12 point.

Please note that Kaltura will create a transcript and captioning of your recording in approximately 24 hours. However, this should not be used as or considered a substitute for the written outline.

Course Resources

[Using Kaltura \[PDF\]](#)

[Writing Center](#)

Unit 7 >> Socioeconomic Status and Health

Introduction

This week you will:

- Examine the relationship between health and socioeconomic status.
- Participate in two discussions.
- Begin planning for your Unit 9 assignment.

According to the World Health Organization:

The poorest of the poor, around the world, have the worst health. Within countries, the evidence shows that in general the lower an individual's socioeconomic position, the worse their health. There is a social gradient in health that runs from top to bottom of the socioeconomic spectrum. This is a global phenomenon, seen in low, middle and high income countries. The social gradient in health means that health inequities affect everyone. (as cited in Caron, 2017, p. 220)

In Unit 7, you will deepen your understanding of health disparities and health determinants by focusing specifically on the effect of socioeconomic status on individual and population health outcomes. You will be introduced to the work of Dr. Tony Iton and other professionals who are attempting not only to identify the elements involved in the relationship between low socioeconomic status and health outcomes but also to recommend and encourage approaches that health care leaders and other industry leaders can work together on to reduce the health disparities in our communities.

As you begin to examine your own state-related programs and initiatives, you will broaden your understanding of how the underlying aspects of social inequity (such as unhealthy behaviors, weak social networks, exposure to environmental pollutants, et cetera) contribute to an overall chronic level of stress, which, in turn, directly leads to physical illness. Later in the course, you will apply this foundational knowledge to research specific community-health-related disparities, and you will analyze how management decisions and strategies affect the ability of health care organizations to provide culturally competent health care programs and services.

Reference

Caron, R. W. (2017). *Population health: Principles and applications for management*. Chicago, IL: Health Administration Press.

Learning Activities

u07s1 - Planning Ahead: Unit 9 Assignment

The assignment in Unit 9 asks you to evaluate and make recommendations related to health disparities. Your work in Units 7 and 8 will help guide your work on that assignment. Take a few moments now to review the assignment instructions, start researching the information you will need, and start planning how you will complete the assignment. Taking these steps now will help you feel more prepared to successfully complete the Unit 9 assignment.

u07d1 - The Relationship Between Health and Socioeconomic Status

Discussion Resources

The following resources will help you complete this discussion and may be useful in completing your course assignments.

- Barr, D. A. (2014). The relationship between socioeconomic status and health, or, "they call it 'poor health' for a reason." In *Health disparities in the United States: Social class, race, ethnicity, and health* (2nd ed., pp. 36–56). Baltimore, MD: Johns Hopkins University Press.
 - This resource is identified as Chapter 3 – The Relationship Between Socioeconomic Status and Health, or "They Call It 'Poor Health' for a Reason" in the coursepack.
- Barr, D. A. (2014). Understanding how social status leads to poor health. In *Health disparities in the United States: Social class, race, ethnicity, and health* (2nd ed., pp. 58–86). Baltimore, MD: Johns Hopkins University Press.
 - This resource is identified as Chapter 4 – "Understanding How Social Status Leads to Poor Health" in the coursepack.
- Rail~volution. (2016, November 7). [Why place matters in health by Dr. Tony Iton \[Video\] | Transcript](https://www.youtube.com/watch?v=6u9_CndNNJs). Retrieved from https://www.youtube.com/watch?v=6u9_CndNNJs
- HealthHappensHere. (2016, April 18). [A tale of two zip codes \[Video\]](https://www.youtube.com/watch?v=Eu7d0BMRt0o&feature=youtu.be). Retrieved from <https://www.youtube.com/watch?v=Eu7d0BMRt0o&feature=youtu.be>

Discussion Instructions

Evidence-based research indicates a causal link between socioeconomic status and both individual health and community or population health. For this discussion, use the resources provided and your own research to complete the following:

- Based on your understanding of the information presented in the discussion resources, explain—in your own words—the ways in which social inequity affects health status.
- Research your state to find programs or initiatives (such as the California Endowment's Building Healthy Communities initiative) that are attempting to address the causal link between socioeconomic status and health. Share what your state is doing. Include outcomes or statistics related to the effort.
- Evaluate the overall effort of your state.
 - What approaches have had a positive effect?
 - What needs or gaps still need to be addressed?

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning. How does your understanding compare to that of your peers? How do the different state programs and initiatives compare?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Identify programs and initiatives to address health disparities.
- Compare health care needs with health care services available.

u07d2 - Informational Interview Report Presentations

Discussion Resource

This resource is provided to help guide your feedback:

- Chua, C. (n.d.). [How to give constructive criticism: 6 helpful tips](https://personalexcellence.co/blog/constructive-criticism/). Retrieved from <https://personalexcellence.co/blog/constructive-criticism/>

Discussion Instructions

Share your Informational Interview Report presentation from Unit 6. Include both the presentation and the outline in your post. By sharing your experiences, everyone can enrich their learning and better understand how course content can be applied to real-life professional work. The same concepts and theories regarding the management of diversity and inclusion and the development of a culturally competent organization play out differently depending on the roles and responsibilities of the leaders, as well as the type of health care organization and the sector of the health care industry it is in.

Response Guidelines

You are required to view and provide feedback on at least four presentations. Please make an effort to make sure that everyone gets feedback by the end of the week.

Your feedback should concentrate on the details and insights shared in the presentations, as well as on the value you got from viewing it. In addition, please share any helpful tips or information that might improve the use of the virtual software or recording hardware. Refer to Chua's blog post "How to Give Constructive Criticism: 6 Helpful Tips" for guidance.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Use feedback from peers and faculty to improve writing skills.

Unit 8 >> Researching Information to Identify and Address Health Disparities

Introduction

This week you will:

- Learn where and how to gather information on demographics and health.
- Participate in two discussions.
- Continue to plan for your Unit 9 assignment.

Leaders must base their strategic planning on current, legitimate information from reliable sources for their efforts to be considered evidence based. Once the information is gathered, excellent critical thinking skills are necessary to evaluate and apply it appropriately to the organization's unique market position and challenges. Understanding where to find information and how to use it effectively may play out differently for different managers in health care organizations. Leaders might be responsible for collecting their own information; they may work on teams with others, rely on an internal department, or contract with outside consultants. Whatever the structure, it is important that leaders recognize and are confident that the most recent and reliable information is at the foundation of their planning efforts.

Learning Activities

u08s1 - Planning Ahead: Unit 9 Assignment

If you did not take time last week to review the instructions and requirements for the Unit 9 assignment, please find the time this week. It is a large assignment that requires you to do some research on your own. While the resources and activities in Units 7 and 8 will help you prepare, you will be that much more ahead of the game if you start researching now.

u08d1 - Researching Health Care Disparity Population Data and Statistics

Discussion Resources

The following resources will help you complete this discussion and may be helpful as you work on and complete the Unit 9 assignment.

- Pérez, M. A., & Luquis, R. R. (2014). Implications of changing U.S. demographics for health education educators. In M. A. Pérez & R. R. Luquis (Eds.), *Cultural competence in health education and health promotion* (2nd ed., pp. 1–22). San Francisco, CA: Jossey-Bass.
 - This resource is identified as Chapter 1 – "Implications of Changing US Demographics for Health Educators" by Raffy R. Luquis; Miguel A. Perez in the coursepack.
- Vaughn, E. J., & Krenz, V. D. (2014). Planning, implementing, and evaluating culturally appropriate programs. In M. A. Pérez & R. R. Luquis (Eds.), *Cultural competence in health education and health promotion* (2nd ed., pp. 171–192). San Francisco, CA: Jossey-Bass.
 - This resource is identified as Chapter 7 – "Planning, Implementing, and Evaluating Culturally Appropriate Programs" by Raffy R. Luquis; Miguel A. Perez in the coursepack.
- United States Census Bureau. (n.d.). Retrieved from <https://www.census.gov/>
- United States Census Bureau. (n.d.). American factfinder. Retrieved from <https://factfinder.census.gov>
- Centers for Disease Control and Prevention, Office of Minority Health and Health Equity. (2015). CDC health disparities & inequities report (CHDIR). Retrieved from <https://www.cdc.gov/minorityhealth/chdireport.html>
- Centers for Disease Control and Prevention, Office of Minority Health and Health Equity. (2016). Strategies for reducing health disparities. Retrieved from <https://www.cdc.gov/minorityhealth/strategies2016/index.html>
- National Institutes of Health, U.S. National Library of Medicine, National Information Center on Health Services Research and Health Care Technology. (n.d.). Health disparities. Retrieved from https://hsric.nlm.nih.gov/hsric_public/display_links/705
- U.S. Department of Health and Human Services, Health Resources and Services Administration. (n.d.). HRSA data warehouse. Retrieved from <https://data.hrsa.gov/>
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Disparities. Retrieved from <https://www.healthypeople.gov/2020/about/foundation-health-measures/Disparities>
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). State and territorial healthy people plans. Retrieved from <https://www.healthypeople.gov/2020/healthy-people-in-action/State-and-Territorial-Healthy-People-Plans>
- University of Wisconsin Population Health Institute. (n.d.). County health rankings & roadmaps. Retrieved from <http://www.countyhealthrankings.org/>

Discussion Instructions

In this discussion, you will be conducting research to identify health disparities in your local county. Your work will be utilized in the second discussion for this unit and in your Unit 9 assignment.

Demographic Profile and Health Disparity Report

Use the resources provided to create a demographic profile for the county in which you live and identify a health disparity. Include the following two sections:

Section 1: Demographic Profile

1. Total population.
2. Age distribution.
3. Sex distribution.
4. Ethnic and racial composition.
5. Educational level.
6. Socioeconomic characteristics.
 - a. Family incomes.
 - b. Occupational categories.
 - c. Estimated level of unemployment.
 - d. Poverty ratios.
7. Health characteristics.
 - a. Vital statistics (numbers and rates of births and deaths).
 - b. Incidence and prevalence of diseases (morbidity).
 - c. Leading causes of death (mortality).
8. Any other data you consider important for understanding the population in your county.

Section 2: Health Disparity

Reflect on the data that you collected and discuss a specific health disparity that is evident in your findings. Defend your work by referring directly to the information in your demographic profile.

Health disparity definition: A higher incidence of specific disease or negative health outcome, experienced by a specific demographic group, that is closely linked with a specific economic, social, or environmental condition(s).

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning.

- How does your demographic profile compare with those of your peers?
- Comment on the health disparity research and identification efforts and findings of your peers.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Use data to identify at-risk populations.

u08d2 - Researching Health Care Disparity Program and Initiative Information

Discussion Resources

The following resources will help you complete this discussion and may be helpful as you work on and complete the Unit 9 assignment.

- Pérez, M. A., & Luquis, R. R. (2014). Implications of changing U.S. demographics for health education educators. In M. A. Pérez & R. R. Luquis (Eds.), *Cultural competence in health education and health promotion* (2nd ed., pp. 1–22). San Francisco, CA: Jossey-Bass.
 - This resource is identified as Chapter 1 – "Implications of Changing US Demographics for Health Educators" by Raffy R. Luquis; Miguel A. Pérez in the coursepack.
- Vaughn, E. J., & Krenz, V. D. (2014). Planning, implementing, and evaluating culturally appropriate programs. In M. A. Pérez & R. R. Luquis (Eds.), *Cultural competence in health education and health promotion* (2nd ed., pp. 171–192). San Francisco, CA: Jossey-Bass.
 - This resource is identified as Chapter 7 – "Planning, Implementing, and Evaluating Culturally Appropriate Programs" by Raffy R. Luquis; Miguel A. Pérez in the coursepack.
- Centers for Disease Control and Prevention, Office of Minority Health and Health Equity. (2016). [Strategies for reducing health disparities](https://www.cdc.gov/minorityhealth/strategies2016/index.html). Retrieved from <https://www.cdc.gov/minorityhealth/strategies2016/index.html>
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). [State and territorial healthy people plans](https://www.healthypeople.gov/2020/healthy-people-in-action/State-and-Territorial-Healthy-People-Plans). Retrieved from <https://www.healthypeople.gov/2020/healthy-people-in-action/State-and-Territorial-Healthy-People-Plans>

Discussion Instructions

Use the same county you researched in Discussion 1 and the resources provided in both discussions. Based on your research and your own personal knowledge of the community efforts in that county, complete the following:

- Provide an in-depth description of the efforts currently in place to address the needs of those experiencing the health disparities you identified in Discussion 1.
- Identify gaps in services.
- Recommend types of programs and initiatives that might improve the efforts to address the needs of those experiencing the health disparities you identified in Discussion 1.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning.

- Comment on the types of services available and needed for the health disparities your peers have chosen to study.
- Discuss the programs and initiatives recommended to fill the gaps in service.
- Recommend programs and initiatives that you may have identified in your own work.

Undergraduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Identify programs and initiatives to address health disparities.
- Compare health care needs with health care services available.
- Identify evidence-based strategies for addressing health disparities.

Unit 9 >> Resources for Health Care Managers

Introduction

This week you will:

- Determine the most valuable resources for a health care manager.
- Participate in one discussion.
- Complete and submit the Unit 9 assignment, due by midnight Sunday.

Valuable resources and tools are available to health care leaders in their efforts to create and maintain culturally competent organizations. An example of a well-respected, long-standing effort is that of the Office of Minority Health within the U.S. Department of Health and Human Services, which has developed national standards on culturally and linguistically appropriate services (CLAS). Its Think Cultural Health initiative offers a wealth of information and resources for health care leaders to help guide and support their roles and responsibilities related to correcting inequities and supporting cultural competence within their organizations.

Learning Activities

u09d1 - Resources for Health Care Leaders

Discussion Resources

The following resources will help you complete this discussion and may be useful for the Unit 9 assignment.

- Luquis, R. R. (2014). Culturally appropriate communication. In M. A. Perez & R. R. Luquis (Eds.), *Cultural competence in health education and health promotion* (2nd ed., pp. 193–215). San Francisco, CA: Jossey-Bass.
 - This resource is identified as Chapter 8 – "Culturally Appropriate Communication" by Raffy R. Luquis; Miguel A. Pérez in the coursepack.
- Caron, R. M. (2017). Community health assessment. In *Population health: Principles and applications for management* (pp. 232–251). Chicago, IL: Health Administration Press.
 - This resource is identified as Chapter 9 – "Community Health Assessment" by Rosemary Caron in the coursepack.
- U.S. Department of Health and Human Services, Office of Minority Health. (n.d.). [Think cultural health](https://www.thinkculturalhealth.hhs.gov). Retrieved from <https://www.thinkculturalhealth.hhs.gov>
- Exponential Medicine. (2018, January 1). *Disrupting the social determinants of health with Lee Sanders, Josh Lee, & Gloria Wilder* [Video] | [Transcript](https://www.youtube.com/watch?v=GP8ZZXQGs94&feature=youtu.be). Retrieved from <https://www.youtube.com/watch?v=GP8ZZXQGs94&feature=youtu.be>

Overview

Be sure you take the time to explore the Think Cultural Health website and consider the kinds of resources that would be most helpful in the sector of the health care delivery system or direct care type of health care organization that matches your career goals.

Discussion Instructions

For this discussion, imagine that you are a department manager in a health care facility. Senior leadership is interested in evaluating and improving the level of cultural competency in the health care service delivery. For the next management team meeting, you have been asked to investigate the Think Cultural Health initiative, create an informational report, and lead a discussion on the concept and resources available.

For your initial post, write an informational report that includes the following:

- A brief description of the Think Cultural Health initiative, including its mission, goals, and history.

- An overview of the CLAS standards.
 - Explain the purpose and grouping of the standards.
 - Give two examples of standards that would be specifically applicable to the organization's efforts to improve its cultural competency.
- Two specific resources from the Education section or the Resources section of the Think Cultural Health website.
 - Explain how each resource could be appropriate and valuable for the organization.
 - Include links to the resources.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning.

- How does your approach and choice of content for your report compare with those of your peers?
- Did they find any information or resources that you missed?
- Did you find information or resources they missed that you think would be valuable for their organization?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Apply knowledge of business leadership skills.
- Apply undergraduate-level skill in research, writing, and critical thinking.

u09a1 - Health Disparities Community Evaluation and Recommendation Report

Overview

This assignment will combine and expand upon the research, reporting, evaluating, and recommendation activities you completed as part of the discussions in Unit 8. You will create an executive report intended to present findings on the identification of a specific county's current health disparities, as well as programs and initiatives in place to address them. The report will also look to the future and make recommendations for programs, initiatives, and partnerships to address both existing gaps and projected future gaps. This means you will need to complete additional research on projected changes in demographics in the near future and consider the involvement of other organizations and agencies in the community. The resources from Units 8 and 9 will be very helpful.

Introduction

This professional work project will give you experience with the type of research that health care managers in culturally competent organizations undertake. You will also gain experience writing a professional report that is meant to be read by a very specific audience.

Scenario

You work for a health care organization that provides direct patient care for county residents (use the same county you used in the Unit 8 discussions). The organization is committed to addressing existing health disparities in the county as part of its revised goals and mission statement related to improving cultural competency practices and outcomes both internally and externally.

Your Role

You have recently been promoted (way to go!) to the newly created role of diversity coordinator and will lead the internal diversity team, which includes department managers and reports directly to the executive director. Your first task is to provide a comprehensive report to both the team and the executive director, which will serve as foundational information to be used in creating the health disparity section of the organization's strategic plan.

Requirements

Your executive report should highlight key findings from your research, evaluations, and recommendations (review the work you completed in the Unit 8 discussions). It must also provide recent, relevant data, statistics, and other information to support the content and your analysis.

Use the following sections to guide your work:

- Title page.

- Introduction.
 - A clear, concise introduction that defines the purpose of the report and identifies what will be addressed in the report.
- Demographic Profile.
 - Present relevant data and statistics for the county.
 - Identify existing health disparities.
- Current Community Effort.
 - Identify agencies, entities, organizations, or community groups that address various needs of the population experiencing the health disparities.
 - Describe the current efforts to address the health care needs of those experiencing the health disparities.
- Identified Gaps in Services.
 - Explain gaps in the health care services for the population experiencing the health disparities.
- Analysis and Recommendations.
 - Based on the information in the report, analyze the ability of the organization to provide culturally competent health care programs and services to the population experiencing the health disparities.
 - Recommend actions the organization might consider to address the needs and improve health outcomes for the population experiencing the health disparities.
 - Recommend potential partnerships with other agencies or organizations in the community to address current and future health disparities.
 - How would these partnerships benefit your organization?
 - How would these partnerships benefit the population experiencing health disparities?
- Conclusion.
- References page.

Additional Requirements

The Health Disparities Community Evaluation and Recommendation Report is a professional document and should include the following:

- A title page.
- A references page.
- 5–6 pages, double-spaced, in addition to the title page and references page.
- A minimum of four professional or scholarly resources.
- APA format.
- Times New Roman font, 12 point.

Course Resources

[Capella University Library](#)

[Writing Center](#)

Unit 10 >> Current Solutions for Reducing Health Care Disparities and Improving Health Outcomes

Introduction

This week you will:

- Examine how organizations are working to reduce health care disparities and improve health outcomes.
- Participate in one discussion.
- Complete and submit a course reflection assignment, due by **midnight CST, Friday**.

Learning Activities

u10s1 - Planning Ahead: Registration

If you have not yet registered for your next course, please contact your academic advisor. Don't lose your momentum!

u10d1 - Sharing Resources and Solutions

Discussion Resources

The following resources will help you complete this discussion.

- 100 Million Healthier Lives. (n.d.). [Initiatives](https://www.100mlives.org/initiatives/). Retrieved from <https://www.100mlives.org/initiatives/>
- Institute for Healthcare Improvement. (n.d.). [Initiatives](http://www.ihl.org/Engage/Initiatives/Pages/default.aspx). Retrieved from <http://www.ihl.org/Engage/Initiatives/Pages/default.aspx>
- U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Minority Health and Health Disparities. (n.d.). [NIMHD collaborations](https://www.nimhd.nih.gov/programs/collab/). Retrieved from <https://www.nimhd.nih.gov/programs/collab/>
- Humana. (n.d.). [Humana Foundation](http://humanacsreport.com/humana-foundation.html). Retrieved from <http://humanacsreport.com/humana-foundation.html>

Overview

Over the second half of this course, you have closely examined the concept of health disparities and analyzed how they, along with a community's unique social determinants of health, affect a health care organization's ability to provide culturally competent health care programs and services. In this last discussion, you will research and report on programs and initiatives that leaders in the health care field have developed to help reduce the lowered health outcomes for populations experiencing health care disparities. Use the resources provided to begin your research to educate yourself on who are the current major players addressing these needs in the health field. Then dig deeper to examine a specific program or initiative you feel stands out in terms of current or potential effectiveness, creativity, innovation, and ease of application for health care managers in addressing health care disparity issues. You will share the findings from your research with your peers, as well as reflect on the business skills necessary to successfully develop and manage these types of programs and initiatives.

Discussion Instructions

For your initial post:

- Identify the organizations you researched (other than the ones provided in this discussion) that are addressing health disparities.
- Describe the specific program or initiative you have chosen to examine and explain why you chose it. Provide a link to the program or initiative.
- Discuss the specific business skills that managers must develop and use in order to successfully implement and manage programs and initiatives of this nature.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of quality conversation and deeper learning. Comment on the research findings of your peers, and identify what information and insights you gained from their work. Compare your choice of necessary business management skills with those discussed by your peers.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Apply knowledge of business leadership skills.
- Apply undergraduate-level skill in research, writing, and critical thinking.

u10a1 - End-of-Course Reflection

Overview

The final assignment in this course asks you to practice the same reflection activity that you completed in Unit 5. Follow the same format and concentrate on your learning experiences in Units 6–10.

Strategic planning requires deep reflection on facts, ideas, and opinions. As leaders in the fast-paced health care industry, it can be difficult to take the time to shift gears and think deeply. As a busy adult learner, it can also be a challenge to find the time to digest what you have learned and experienced as you move quickly from one unit to the next. However, doing so will help you gain clarity and insight as to how you might apply the concepts and

theories you have studied. This assignment gives you a chance to practice this type of reflection as a new leadership skill that can also improve your academic success.

Instructions

Because this assignment concerns specific, personal aspects of your learning experience so far in this course, it should be written in first person (using *I*, *me*, *my*, et cetera).

In 2–4 pages, complete the following sections:

- Section 1:
 - Identify your most valuable learning experience from Units 6–10 and explain why it was so meaningful for you. This might include facts, concepts, insights, or ideas derived from course content, outside research, your instructor, your peers, or professionals in the field.
- Section 2:
 - Provide an example of knowledge, awareness, or a skill gained in Units 6–10 and explain how or why it is applicable to your current or future career.
- Section 3:
 - Discuss ideas, material, research, or topics that you did not have time to fully investigate but would like to revisit.
- Section 4:
 - Create a list of resources for future reference and possible use in your courses, career, or both. This might include articles, authors, websites, professional organizations, research studies, and publications. For each resource, provide a link (where applicable) and consider including a brief annotation about why you included the resource.
 - **Hint:** You may wish to save the resources from Sections 3 and 4 in RefWorks for future access. Instructions for using RefWorks are included in the resources for this assignment.

Additional Requirements

- A title page and references page (if applicable).
- 2–4 pages, double-spaced, not including the title page and references page.
- APA format for citations and references.
- Times New Roman font, 12 point.

Course Resources

[Writing Center](#)

[RefWorks](#)