

HPMT 51163
Communications and Negotiation for Health Leaders
Course Syllabus

Spring 2025 – B Terms (March 3 – May 2, 2025)

University of Arkansas for Medical Sciences
Fay W. Boozman College of Public Health
Department: Health Policy and Management

Course Information

Section Number: 01

Day and Time: Tuesday evening from 6:00 PM- 8:00 PM CST

Room: Meets virtually/Online via Zoom

Zoom links will be provided via email two weeks prior to the start of the semester, but the typical course Zoom Meeting link is below

<https://ualr-edu.zoom.us/j/6200721710>

Instructor Information

Name: Dr. Bailey Oliver Blackburn

Preferred pronouns: she/her)

Preferred addressing term: Dr. Blackburn or Professor Blackburn

Phone: 501-916-6027 (leave a voicemail if not answered)

Email: bobblackburn@ualr.edu

Office Location: Remote/Zoom

Office Hours: By appointment – email to schedule date and time

Course Description

The purpose of this course is to develop a foundation and skills in communication, negotiations, and relationship management. Healthcare administrators need these skills to manage people and to lead organizations. This course addresses essential skills that are sometimes referred to as 'soft skills' in the industry.

Course Competencies

This course is designed to address specific competencies that students are expected to master in preparation for management and leadership positions. No single course is likely to provide you with all the skills you need to be successful in a given area; however, each course contributes to your overall competency development. The list of competencies for each degree program can be found at <http://publichealth.uams.edu/students/current-students/competencies/>. The list of specific competencies addressed by this course, by degree program, is included in the Appendix.

At the end of this course students will be able to:

- Understand communication strategy.
- Compose writing for professional audiences, with application of general composing techniques and strategies for special composing challenges.
- Edit professional writing for audience, clarity and brevity.
- Produce and deliver high quality professional presentations that inspire the audience.
- Apply nonverbal skills to professional speaking, including listening skills and relaxation techniques to improve effectiveness.
- Understand the nature of negotiation and effective conflict management.

- Apply strategy and tactics of distributive bargaining and integrative negotiation.
- Construct a negotiation plan and execute negotiation strategy through role-play.
- Critique the negotiation skills of self and peers.
- Understand ethics in negotiation.
- Recognize perception, cognition and emotion in negotiations.
- Apply communication strategies in negotiations to achieve optimal outcomes.
- Apply best practices in negotiation to roll-play scenarios.

Course Overview

The course will utilize a highly interactive format with an active learning environment. Individual readiness assessments tests (short, mini-quizzes) will be conducted each week to assure students have prepared by reading required materials in advance of class. Short lectures will then be used to enhance, but not duplicate, the assigned readings. Class meetings will focus on application of concepts and development of student skills through case examples, interactive roll-play, group activities, peer and individual assessment and critique, etc. Student activities, roll-plays, and presentations during class meetings will allow students to gain experience in applying communication techniques and best practices. Negotiation roll-play activities will allow application of negotiation skills to specific scenarios, with critique by peers and faculty. Students will prepare and submit two papers to demonstrate written communication skills and the ability to apply techniques learned in the course.

Required Course Materials

Primary Texts:

- Munter M. ***Guide to Managerial Communication: Effective Business Writing and Speaking***, 10th Edition, Upper Saddle River, NJ; 2014.
- Fisher, R., Ury, W. L., & Patton, B. (2011). ***Getting to Yes***. ISBN: 9780143118756

Additional Readings:

Many of your required readings in this course will be via academic journal articles and academic textbook chapters that will be assigned for selected class sessions. All of these readings will be available through Blackboard and in PDF format.

Assignments and Grading

Evaluation Criteria

Students will be evaluated according to presentations, peer review, written papers, overall attendance and participation in virtual classes and out of class assignments, and negotiations. The weighting of each of these for the final grade is shown below:

- Attendance, participation and engagement (16%)
- Weekly Readiness Assessment Quizzes (12%)
- Video recorded, uploaded presentation (10%) – Slides and camera on to see you
- Critique of peer presentations (5%)
- LinkedIn Networking Assignment (2%)
- Written papers – 2 total (30%)
- Negotiations – 2 total (graded role-play negotiations) (25%)

Grading Policy

Generally, in the course, 'excellent' work earns "A" grades, 'good' work earns "B" grades, 'average' work earns "C" grades, 'below average' work earns "D" grades, and 'unacceptable' work earns an "F" or "0" grade. [More specific guidelines as to what counts as 'excellent' and 'good' will be explicated in class or presented to you on a handout before each assignment.]

Due to course policy, I cannot offer extra credit.

A -	90-100	Percent	269-300 points
B -	80-89	Percent	239-268 points
C -	70-79	Percent	209-238 points
D -	60-69	Percent	179-208 points
F -	0-59	Percent	0-178 points

Attendance & Participation in Virtual Class Meeting

48 total points: 6 virtual class sessions, worth 8 points each.

Attendance and advanced preparation of assigned readings is essential for this course. Prior to each session, you are expected to have thoroughly and critically read the texts and assigned readings and have taken notes to enable you to actively engage in discussion of the readings during class. Virtual classes will include live discussions of readings, activities with your classmates/peers, role plays, and more. You are required to attend all virtual course meetings listed in the course calendar at the end of this document and actively participate. Importantly, *attending* virtual class is not the same as *participating* in virtual classes. Participation refers to lively engagement in class discussions, active engagement in class activities, attending virtual class with your camera and mic on and with minimal distraction, and coming to virtual class prepared and with knowledge of the assigned readings. Many of our class activities will require engagement within a shared Google Doc or slide presentation, where electronic individual student engagement is noted. Missing a virtual class or not participating in activities across a virtual class will deduct for your attendance/participation grade.

Weekly Readiness Assessment Quizzes

36 total points: 6 quizzes, worth 6 points each.

Individual readiness for classes will also be assessed through quizzes. Prior to each session, you will complete the readiness assessment quiz in Blackboard to demonstrate preparation and understanding of the assigned readings and materials for the week. Each quiz is worth up to 6 points and there will be an assessment quiz before each virtual class listed in the course calendar at the end of this document.

Presentation

30 total points.

Students will present a 10–15-minute presentation on a healthcare management topic of interest. The target audience will be the health system's board of directors and the purpose of the presentation is to inform them on the topic and persuade them to improve communication in their area/topic of interest. For example, a student may choose the topic of leadership performance in healthcare management. Their goal would be to teach the board how to improve leadership performance using communication skills. Presentation topics must be approved by the instructor at least one week prior to the presentation due date. The presentation will be recorded and uploaded to Blackboard. You are required to have camera on so that we can see you presenting (picture-in-picture with PowerPoint/Google Slides)

Peer Critique

15 total points.

An essential tool and skill students will learn in this course is the usefulness and need to offer peer feedback or critique. As such, students will watch each other's video

presentations, and will be required to offer feedback on at least 2 peers' videos. Peer feedback will be graded on the quality and depth of the critiques, and critiques will be required to focus on both the presentation content, but also the communication and presentation skills utilized by the presenter that we have covered in the course.

LinkedIn Assignment

6 total points.

In course readings, students will learn the benefit of networking and securing relationships with peers, mentors, and community and organizational partners within their organization and overall industry. As such, students will be required to network with at least four people in the healthcare industry or profession through the professional networking site LinkedIn. Students will be required to show proof via screenshots of these four new networking connections, and will be required to personally touch base via messaging with at least one. Note that these must be new connections and not messaging existing connections on LinkedIn that were made prior to the start of the course. If a student does not have a LinkedIn Profile, they will need to create one prior to submitting this assignment.

Written Papers

90 total points: Paper #1 worth 40 points, Paper #2 worth 50 points.

The written papers in this course will require students to prepare healthcare management written papers. Both papers will be briefs to the board of directors. The first paper will ask students to focus on an ethical concern in the healthcare industry. The ethical concern topic will be assigned by the instructor and will allow students to demonstrate their ability to synthesize the writing skill development from the course into their individual writing. The second paper will require students to write a marketing promotional piece for a chosen healthcare organization. This paper will ask students to apply writing skills for clarity, context and audience.

Negotiation Role Plays

75 total points: Negotiation #1 worth 25 points, Negotiation #2 worth 50 points.

Students will engage with their classmates in two negotiation role plays for course grade/credit during our virtual class meetings. The first negotiation will be with one partner or in a triad of three. The final negotiation will be in a small group of 4-6 people. Students are not graded on whether they "win" the negotiation or secure all of their intended goals. Instead, students will be graded on their preparation for the negotiation (displaying both prior research and strategizing) and display of cooperative negotiation tactics/strategies. Students will be emailed scenario information and their specific role information at least one week prior to each in class role play. Students will also assess their negotiation strengths and weaknesses after each role play and live peer feedback may also be provided during these negotiations.

College of Public Health Policies

- This course adheres to all COPH policies as outlined in the Student Handbook <https://secure.uams.edu/cophstudent/student-handbook.aspx>. Policies that have specific relevance to this course include:
 - *Attendance*: <https://secure.uams.edu/cophstudent/student-handbook.aspx#attendance>
 - *Students with disability*: <https://secure.uams.edu/cophstudent/student-handbook.aspx#disabilities>
 - *Academic Integrity*: <https://secure.uams.edu/cophstudent/student-handbook.aspx#honorcode>
 - *Plagiarism*: <https://secure.uams.edu/cophstudent/student-handbook.aspx#plagiarism>

- The new COPH Academic Integrity Policies and Procedures can be found at <https://publichealth.uams.edu/wp-content/uploads/sites/3/2021/10/Academic-Integrity-Policy-Procedures-10012021.pdf>.
- It is your responsibility as a student to familiarize yourself with these policies and to adhere to them. If you have any questions about any of these policies, please contact your instructor, your Program Director, or the Associate Dean for Academic Affairs.

Class Rules

- All readings will be completed prior to the corresponding virtual class meeting day/time
- All students will be present during virtual class meetings and engage in the class actively. This means you will not engage in distracting activities such as surfing the internet, engaging with others, talking on the phone, or leaving the room during a virtual meeting. Your video and microphone should be turned on during all virtual meetings unless the instructor manually mutes the class. It is suggested that you be in a private room when engaging in virtual class meetings. You are not permitted to join a virtual class meeting from your car or especially while driving a car. These meetings are to simulate in person meetings and should be treated as such. Please reach out if there are extenuating circumstances barring you from this class policy.
- All written assignments will be typed, free of grammar/spelling errors, and submitted electronically through our course Blackboard page in either PDF or Word Doc format only. Pages or Google Doc files and links will not be accepted.
- All students will be professional and considerate of others and act in an appropriate and mature manner within our virtual classroom *and* throughout online class interactions.
- Emails will be composed using proper language and grammar, and will include a proper greeting. Failure to do so will result in the deletion of the email without a response.
- Emails sent after 5 PM may not be responded to until after 8 AM the following morning and emails sent over the weekend may not be responded to until Monday morning.
- Questions about grading will be asked during virtual office hours, not through email or during class time.

Assignments and Course Schedule

*The course syllabus is a guide for this class, but it is subject to change.
Students will be informed in writing of any change in content or exam/assignment dates.*

Week	Tuesday Meetings	Topics and Assignments
1	3/4	<p><u>Topics Covered during virtual class meeting:</u></p> <ul style="list-style-type: none">• Syllabus Review, Course Introduction, Student and Faculty Introductions, Communication Strategy, Audience Analysis, Listening, Writing Strategy (techniques and challenges, design & progression) <p><u>Required Readings to complete prior to this virtual class meeting:</u></p> <ul style="list-style-type: none">• Munter, Chp 1-3.• Tips for Sending Effective Messages PDF (St. John & Haskell, 2016)• Tips for Listening Effectively PDF (St. John & Haskell, 2016)• <i>Take Week 1 Readiness Quiz before this class meeting</i>
2	3/11	<p><u>Topics Covered during virtual class meeting:</u></p> <ul style="list-style-type: none">• Speaking Strategy (composing speeches/presentations, managing Q and A, leading meetings, visual aids), Networking & Business Etiquette (online & face to face), Writing Strategy Continued (style, editing, brevity)• Paper #1 Assigned (Due to Blackboard by 11:59 PM on Sunday, 3/30/2024) <p><u>Required Readings/Videos to complete prior to this virtual class meeting:</u></p> <ul style="list-style-type: none">• <i>Read and Watch:</i> https://edu.gcfglobal.org/en/jobsuccess/business-etiquette/1/• <i>Read and Watch:</i> https://www.mpi.org/blog/article/why-business-etiquette-matters• Munter, Chp 4-6 and Appendix A-C• Communication Ethics PDF (Lipari, 2017)• Tips for Writing Effectively PDF (St. John & Haskell, 2016)• Tips for Speaking Effectively PDF (St. John & Haskell, 2016)• <i>Take Week 2 Readiness Quiz before this class meeting</i>
3	3/18	<p><u>Topics Covered during virtual class meeting:</u></p> <ul style="list-style-type: none">• Speaking Strategy Continued (nonverbal delivery), Leadership and Communication, Using social media for Organizational Development & Maintenance (Communicating with the Public, Stakeholders, Staff; Recruiting Talent; Crisis Management)• LinkedIn Assignment discussed (Due to Blackboard by 11:59 PM on 3/24/2024)• Presentation Assigned (Due by 11:59 PM on 4/6/2024)• Peer Evaluation of Peer Presentation Assigned (Due by 4/13/2024) <p><u>Required Readings to complete prior to this virtual class meeting:</u></p> <ul style="list-style-type: none">• Munter, Ch. 7• Using and Interpreting Body Language PDF (St. John & Haskell, 2016)• Leadership from a Communication Perspective PDF (Tourish, 2016)• Using Social Media to Engage Employees PDF (Ewing et al., 2019)• Three ways for Social Media to Make you a Better Leader Webpage: https://www.forbes.com/sites/johnkotter/2019/01/24/three-ways-social-media-make-you-a-better-leader/?sh=5ba9b9ccf82f• <i>(SEE THIS WEEK CONTINUED BELOW)</i>

		<ul style="list-style-type: none"> “What are you really saying? The importance of non-verbal cues” Webpage: https://www.physicianleaders.org/news/what-are-you-really-saying-importance-nonverbal-cues Take Week 3 Readiness Quiz before this class meeting LinkedIn Assignment Due to Blackboard by 11:59 PM on 3/24/2024)
4	3/25	<p>Spring Break – NO CLASS</p> <ul style="list-style-type: none"> Paper #1 Due to Blackboard by 11:59 PM on Sunday, 3/30/2024
5	4/1	<p>Topics Covered during virtual class meeting:</p> <ul style="list-style-type: none"> Emotional Intelligence & Leadership Style, Offering Constructive Peer Feedback, Negotiation Fundamentals and Preparation (Research & Strategizing) <p>Required Readings/Videos to complete prior to this virtual class meeting:</p> <ul style="list-style-type: none"> Evaluating Employee Performance PDF (St. John & Haskell, 2016) Negotiation One on One PDF (St. John & Haskell, 2016) Communication Skills for Group Decision Making PDF (Gouran, 2003 in <i>Handbook of Communication & Social Interaction Skills</i>, edited by Greene & Burleson) Take the Emotional Intelligence Assessment, chart your scores, and reflect on the questions at the end: https://drive.google.com/file/d/1KboJ6b3Ilmk8hjMfmpZjG9RInj86pSt8/view <i>Read and Watch:</i> 5 Ways to Develop Emotional Intelligence in Leadership: https://www.indeed.com/career-advice/career-development/emotional-intelligence-in-leadership Take the Disc Personality Test, chart your scores, and come prepared to discuss your results: https://www.123test.com/disc-personality-test/ Take Week 5 Readiness Quiz before this class meeting Presentation due by 11:59 PM on 4/06/2024
6	4/8	<p>Topics Covered during virtual class meeting:</p> <ul style="list-style-type: none"> Negotiation Strategy and Tactics of Integrative Negotiation, Strategy and Tactics of Distributive Bargaining Paper #2 Assigned (Due to Blackboard by 11:59 PM on Sunday, 4/20/2024) In class Negotiation #1 <p>Required Readings to complete prior to this virtual class meeting:</p> <ul style="list-style-type: none"> <i>Getting to Yes</i> text (Fischer et al., 2011) Take Week 6 Readiness Quiz before this class meeting Peer Evaluation of Peer Presentation due by 11:59 PM on 4/13/2024
7	4/15	<p>Topics Covered during virtual class meeting:</p> <ul style="list-style-type: none"> Communication & Topical Concerns in Negotiation (power in negotiation, impact of culture/gender/emotions in negotiation, cooperative versus competitive negotiation, ethics in negotiation) <p>Required Readings to complete prior to this virtual class meeting:</p> <ul style="list-style-type: none"> Dialogue, Listening & Ethics PDF (Makau, 2018) Communication as Changing the Negotiation Game PDF (Putnam, 2010) Take Week 7 Readiness Quiz before this class meeting Paper #2 Due to Blackboard by 11:59 PM on Sunday, 4/20/2024

8	4/29	Group Negotiations: Can use this time frame to record your Final Group Negotiations (Negotiation #2) via Zoom. Your group can also choose to meet prior to this meeting time, but one group member must upload the full video of Negotiation #2 to Blackboard (or provide link) before 11:59 PM on 4/30/2024
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Appendix A

The following competencies are addressed and assessed in this course as follows:

Program	Competency	Disc Assessment	Presentations	LinkedIn	Negotiation Exercise 1	Negotiation Exercise 2	Papers
MHA Program Competencies in this Course	Assess individual strengths and weaknesses (including the impact that you have on others) and engage in continual professional development and self-reflection.	X					
	Speak and write in a clear, logical, and grammatically correct manner in formal and informal situations and to prepare cogent business presentations.		X				X
	Establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.			X			
	Work effectively and respect the differences in others' culture, race, gender, age, and experience.				X	X	
	Evaluate the formal and informal decision-making structures and power relationships in an organization, including the ability to identify key decision-makers and the individuals who can influence them.		X				X
	Ability to listen effectively and empathetically in order to understand and identify with interests, concern, and needs of others.				X	X	