**Syllabus**

**Course: GERO 589**

**Instructor**:

Jim Biggs (P)

Josh Johnson (A)

**GERO 589: Case Studies in Leadership and Change Management** Lecture, Internet Course

Live Stream, Wednesday, 2:00 PM – 4:50 PM PST

Otherwise Asynchronous

First Class: **January 12. 2022**

**Contact Hours**

Email: jim@westbayseniorliving.com

Phone: (916) 869-0303

Wechat jimbiggs

**Technical Support**:

Jim Alejandre Phone: (213) 740-2590

Email: jalejand@usc.edu

**Classroom Assistants:**

TBA

**Recommended Book**

HBR’s 10 Must Reads: On Leadership

Harvard Business School Press

**Optional Books**

On Becoming a Leader, by Warren Bennis

The Seven Habits of Highly Effective People, by Stephen Covey

Emotional Intelligence, by Daniel Goldman

Good to Great, by James C. Collins

The Art of War, by Sun Tzu

Leading Change, by John Kotter

Turn this Ship Around, by L. David Marquet

Outliers, by Malcolm Gladwell

**Introduction and Purpose**

GERO 589 was developed to introduce students to the various career options in gerontology. It will also examine leadership and change management in the field of gerontology. Each week, one or more leaders in the field of aging will come to class and we will focus on a specific area where graduates of the Leonard Davis School of Gerontology may pursue their careers after graduation. Among the leaders who will come to class will be heads of organizations related to long-term care, foundations, companies, and government agencies.

**Course Objectives**:

● Exposure to leadership and management in the field of gerontology.

● Gaining a better understanding of employment opportunities available in the field of aging.

● The increased development of your management and leadership skills, knowledge, and behaviors that are valuable to potential employers.

● Learning how to write a grant proposal.

● An increased understanding of the differences between public, nonprofit and corporate gerontological settings.

**Course Delivery**

The sessions this semester will all be online. The class will be taught live via Zoom, and otherwise asynchronous. The class will feature Q and A with leaders in a variety of fields related to gerontology and geriatrics, as well as heads of organizations that employ gerontologists.

Topic: USC GERO 589: Case Studies in Leadership and Change Management

Time: **2:00 PM Pacific Time** (US and Canada)

 Every week on Wed, until semester end

Join Zoom Meeting

 **See Announcement**

Dial by your location

 +1 669 900 6833 US (San Jose)

 +1 253 215 8782 US (Tacoma)

 +1 346 248 7799 US (Houston)

 +1 312 626 6799 US (Chicago)

 +1 646 876 9923 US (New York)

 +1 301 715 8592 US (Washington DC)

Meeting ID: 950 4630 0146

Find your local number: https://usc.zoom.us/u/acK58llrG7

**Course Requirements and Grades**

**Week 1 will feature:**

1. An outline of the purpose, scope, and content of the class as well as discussion of the assignments, and final paper/grant proposal project.
2. Students will post an introduction in the Week 1 Discussion Board. Students will briefly discuss their backgrounds, how they became interested in gerontology, and their expectations for the class. Please post a photo with your introduction.

**Weekly Coursework:**

1. ***Discussion Board*:** There will be 10 student discussion groups, A through J. Students will be assigned a group during the first week of class. Each group will have their own discussion board. The first Blackboard discussion will feature student introductions. Then, **starting with Week 2**, the Blackboard discussions will be related to class content. Blackboard discussions commence after class each Wednesday at noon. The week’s discussion board will close at midnight on Tuesday before the following class. **It is expected that students’ first discussion board post be made before midnight Saturday. Discussion Board participation is graded, and I anticipate that every student will participate each week. I expect students to write 3 or more substantive posts each week.**
2. ***Weekly Guest Speaker Questions:*** Beginning with the third week, leaders will join our class each Wednesday and will answer questions from the students during the session and in breakout rooms as well as questions sent in by students unable to participate in the live class. For those participating in the live class, questions should be prepared *before* class. Those not participating in the live class, should post their questions each week on Blackboard in the discussion forum labeled “Weekly Guest Speaker Questions by **6:00 pm the Monday before class in order to receive participation credit. Questions posted *after* 6:oo pm on Monday will not receive credit.**
3. ***Interview Videos:*** The required videos for the upcoming week’s topic must be watched before that class period. For example, students must watch week 2 videos before coming to class during week 2. There are also optional videos which you can elect to watch.
4. ***Required Readings:*** On most weeks there will be an assigned chapter from the HBR’s 10 Must Reads On Leadership. Please read the chapter *before* the upcoming class. This chapter will be the basis for questions to be raised in class and will be part of the class participation grade. There are also Optional readings on the topic of leadership.
5. ***Searches:* Prior to class**, you should go to the website of the company or organization that will be discussed that week. In addition, you should Google the lecturers to find out about them prior to class.
6. ***Student Partners***: Students have the ***option*** of choosing a partner for the Leadership Interview essay assignment and the Final Paper. No partnering for the second written assignment, the Letter of Inquiry.

**Written Assignments (due at 11:59 PM, PST):**

**Leadership Interview Essay – February 9, 2022**

**Letter of Inquiry – March 8, 2022**

**Grant Proposal or other Concept (Final Paper) – April 26, 2022**

**Leadership Interview Essay – February 16, 2022**

Each student or student team will choose one of the following sites and interview (via Zoom or similar platform) a leader from the organization, then submit a ***Leadership Interview Essay***.

1. For-profit nursing home

2. Nonprofit nursing home

3. Assisted living facility

4. Board and care facility

5. Memory care or Alzheimer facility

6. Continuing care retirement community

7. Area agency on aging

8. Disease specific organization such as the Alzheimer Association

9. State or national AARP office

10. Home health care organization

11. Federal agency on aging such as the National Institute on Aging or the Administration on Aging,

12. State Department on Aging

13. Foundation that funds aging projects

14. Geriatric clinic

15. Law firm or legal agency that is involved in Elder law

16. PACE program

17. REIT that invests in long-term care facilities

18. Another gerontological program

This assignment is due on February 16, 2022, so the interview should happen anytime in the first three weeks of the semester. Call the facility, community, organization, or agency and ask to speak with the administrator, president, or executive director. Explain that the interview is part of a graduate course focusing on leadership and management in gerontology and tell them that you wish to interview one of their senior employees. Set up a date and time for the interview. Ask them to describe their facility, their mission, goals, challenges, achievements, and their leadership and management style.

Talk with the President, Administrator, Executive Director, and senior staff about their daily challenges. Ask them how they chose their field of endeavor. Ask about their career trajectory. Find out what they did prior to their current job. Discuss their approach to management. Ask about how they acquired their leadership and management skills. Ask how they responded to COVID 19. **Each student must include in their Leadership Interview Essay, the three key leadership traits that made the person they interviewed a great leader. THE FOCUS OF THIS INTERVIEW SHOULD BE ON LEADERSHIP.**

**Each student will be assigned a specific week of the semester when they will post their Leadership Interview essay on their Discussion Board and host that week’s discussion on the discussion board.**

Beginning on February 17, 2022, one or more Leadership Interview essays will be posted each week in each discussion board group and will be part of the discussion for those weeks. **The students whose interviews are posted that week on the discussion board will host and actively participate in that week’s discussion.**

Even if you have a partner for this assignment, ***each student*** will write and post their own 1000 word essay summarizing your interview and your key observations. Do not use the name(s) of the people interviewed; you may designate them as Mr. K or Nurse M or Administrator O.

**The Leadership Interview Essay format should be**:

1. 1000 or more word essay
2. Use a size 12 font in Arial, Cambria, or Times New Roman
3. Double-spaced
4. APA style with references as appropriate.

**\*\* NOTE: Leadership Interview Essays turned in by February 9, 2022, at 11:59 PM (PST) will receive extra credit\*\***

**Final Paper Plan– March 8, 2022, at 11:59 PM (PST):**

Write a paper for your grant, product or a real or hypothetical program that you are trying to obtain support for. This should include a brief introduction of who you are, what you are proposing to do, and how much money you are requesting. This should be followed by a description of the project. This should be 750 to 1000 words in length. Please see the Written Assignment tab on Blackboard for more specific assignment instructions.

**\*\* NOTE: papers turned in by March 1, 2022, at 11:59 PM (PST) will receive extra credit\*\***

**The Final Paper – April 26, 2022, at 11:59 PM (PST):**

The Final Paper may be in the form of a Grant Application or **another area approved by Jim prior to March 15, 2022**. You may select the grant topic that was related to your Letter of Inquiry. The grant application can also be related to the current or future job interests of the student. (Students that would prefer to write a Business Plan instead of a Grant Proposal may do so with prior approval from Jim) Here are a few examples of previous final exam papers: a grant for a new Adult Day Health program, funding for a feasibility study to develop a PACE program, support for a grandparent mentoring program, and a grant to expand the County Ombudsman program. **Several of these grant proposals have been funded for as much as $100,000.00!**

**\*\* NOTE: Final Papers turned in by April 19, 2022, at 11:59 PM (PST) will receive extra credit\*\***

**The Final Paper/Grant Application should include:**

1) A brief introduction of the topic with 3 or more relevant references from peer reviewed journals (not websites or lay magazine articles) and should be approximately 350 to 500 words long. **Do not cut and paste material from websites.**

2) An explanation of how the proposed project will add something beneficial to the community. This should be approximately 500 words long.

3) A discussion of how your program is different from existing programs in the community. This should be approximately 300 words long.

4) An outline of your proposed project with the timetable for completion of the project. This should be approximately 1000 to 1500 words long.

5) A description of how you plan to evaluate the success of your program. This should be approximately 250 words long.

6) A detailed budget for your proposal with an explanation of each item.

7) Extra credit for innovative projects.

**The Final Paper/Grant Application format should be:**

1. 1) 2500 to 4000 words in length. **DO NOT SUBMIT PAPERS (GRANT PROPOSALS) SHORTER THAN 2500 WORDS.**
2. Use APA style with references as appropriate
3. Fonts: 12 size, Cambria, Arial, or Times New Roman
4. Double-spaced
5. Examples of excellent final papers will be posted for your guidance

Please proofread your papers before posting to Blackboard. Assignments that have not been proofread or that are difficult to understand will not receive good grades. If you need help with writing, please make an appointment with the writing lab: https://dornsife.usc.edu/writingcenter/

**Grading**

**Leadership Interview Essay: 15%**

**Letter of Inquiry: 15%**

**Weekly Discussion Board: 25%**

**Class Participation: 15%**

**Grant Proposal (Final Paper): 30%**

**IMPORTANT INFORMATION**

**Statement on Usage of Electronic Devices in Zoom Classes**

It is the policy of the Leonard Davis School of Gerontology that electronic devices will not be used in class. This includes cell phones, tablets, and laptops. These will be turned off prior to Zooming. Contact the instructor if you believe that you need an exemption to this policy.

**Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with the Office of Student Accessibility Services (OSAS)each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 am – 5:00 pm, Monday through Friday. Website for OSAS: http://osas.usc.edu and contact information: (213) 740-0776 (Phone), (213) 740-8216 (FAX), osasfrontdesk@usc.edu (Email).

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

**Statement of Diversity & Inclusion**

The USC Leonard Davis School of Gerontology is committed to creating an inclusive classroom environment that values the diversity of all its members. The School is committed to providing a purposefully inclusive community where all members and visitors are free from all intolerant behavior (including but not limited to harassment, verbal or written abuse, threats, ridicule, or intimidation). We encourage all members within our community to embrace and learn from the diversity within our classroom, school, and university.

Diversity at USC: Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. Diversity.usc.edu

**Blackboard Access**

In order to view your course, you will need to log into USC's Blackboard portal (http://blackboard.usc.edu). This portal will be instrumental in interacting with your fellow students and professor -- from online discussion boards to watching the video interviews to submitting papers or assignments. The orientation may cover features you may not even use. The use of any or all of these features is up to your professor.

To log into Blackboard you will use your USC login/password (this is the same you would use to check your USC email). If you do not have a USC email account or are unsure of its status, please visit http://www.usc.edu/firstlogin, or call (213) 740-5555 for assistance.

Once you have access to your Blackboard account, you should see the welcome menu. In the "My Courses" list, choose the LDS distance learning course that you are enrolled in for the “20073” semester. You are now logged into Blackboard and can use all the options.

For Blackboard and other questions please go to the Virtual Orientation link at: <http://www.usc.edu/dept/gero/AgeWorks/orientation/student-tel.shtml>

**Technological Proficiency and Hardware/Software Required**

**Review Blackboard announcements and check USC email frequently.** This course will be taught entirely online and accordingly, students are expected to make themselves aware of all announcements made on Blackboard, as Blackboard announcements will serve as the primary form of communication with students. Similarly, **students are also expected to check their USC email frequently, as all Blackboard announcements will also be sent by e-mail** (correspondence from professors will be sent to student USC email accounts). If not familiar with Blackboard, students are expected to go through the tutorials provided online at <http://studentblackboardhelp.usc.edu/> Full understanding of the system will be necessary for participation in this course. Students will also need to understand how to successfully submit assignments through the turnitin.com link on Blackboard. If not familiar with turnitin, students should go through the tutorials provided online at <http://studentblackboardhelp.usc.edu/coursework/submitting-work-turnitin/>

**IT Help**

For assistance with Blackboard, you can contact the USC Blackboard Help Line at (213) 740-5555, select Option 2. They are available 24 hours a day to assist you. You can also find USC’s Blackboard Help for Students materials at <https://studentblackboardhelp.usc.edu/>.

**Grade Appeals and Disputed Grades**

As stated in the Academic Policies section of the University Catalogue, ― A grade once reported to the Office of Academic Records and Registrar may not be changed except by request of the faculty member to the Committee on Academic Policies and Procedures (CAPP) on a Faculty Request for a Correction of Grade form. Changes should be requested only on the basis of an actual error in assigning the original grade, not on the basis of a request by the student or special consideration for an individual student. Students are not permitted to complete course work after the semester has ended.

**Incompletes**

In the case of a documented emergency that occurs after the withdrawal date and/or during the final exam period, students should consult the instructor about receiving a grade of Incomplete (IN) for the semester.

The Registrar’s recommended definition of emergency “An unforeseeable situation or event beyond the student’s control that prevents her from taking the final examination or final summative experience.” Based on this definition, a student may not request an IN before the withdrawal deadline. The rationale is that the student has the option to drop the course until the withdrawal date. The grade of IN exists so there is a remedy for illness or emergency which occurs after the deadline to withdraw.

**Student Course Evaluations**

Gerontology conducts mid-semester evaluations during the fall and spring semester. These are very helpful to us and we appreciate your participation. You should also feel free to email us at any time with your feedback regarding the course.

Learning Experience Evaluations will be conducted at the end of the semester. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. For this feedback to be as comprehensive as possible, all students should complete the evaluation.

**Excused Absence Policy**We believe that attendance, participation, and timely completion of assignments are an important part of the learning experience. However, students may experience illness, travel due to participation in university activities (athletics, band, competitions, etc.), or may need to miss class due to religious observances or personal emergencies. Please communicate with us when this happens. If you are experiencing a serious illness or are dealing with a complex issue, you can contact USC’s Campus Support & Intervention office for assistance - Tutor Campus Center, TCC Suite 421, telephone: 213-740-0411, email: uscsupport@usc.edu.

**Religious Accommodation Statement**

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance. For more information, please visit the Office of Religious Life for the full policy: <https://orsl.usc.edu/life/calendar/absences/>

**Emergency Preparedness/Course Continuity In A Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university’s site on [Campus Safety and Emergency Preparedness](http://safety.usc.edu/).

**SUPPORT SYSTEMS**

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*

[engemannshc.usc.edu/counseling](https://engemannshc.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call*

[engemannshc.usc.edu/rsvp](https://engemannshc.usc.edu/rsvp/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086/ (213)821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu/)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additionnal resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias or Harassment Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support/)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.