Course Description
A course covering theory, research and practical application in analyzing and understanding human beings in organizational situations including learning, perception, personality, attitudes and motivation; groups and inter-group dynamics; leadership, communication, goal setting and rewards; job design, organizational climate, change and development and international aspects of organizations.

Course Overview
In general, the pattern of study for students is to read about an area (e.g., organizational conflict), and then experience an activity on the same topic. The lesson is then summarized with a discussion of how the reading enhances the activity and vice versa. Finally, students are asked to recap their insights in a weekly conclusion statement.

After the general introduction, the course then examines (1) individual behaviors, (2) leadership, and (3) intrapersonal and interpersonal issues. Specific areas included in this course are diversity, perceptions and attitudes, communications, decision-making, power, leadership, motivation, stress and conflict management. Additionally, we will discuss strategies for facilitating learning experiences in a multicultural environment.

Learning Outcomes
1. The student will develop an understanding of personal and intra-group behavior and how an individual affects others. The student will develop an understanding of herself/himself and others in ways other than stereotyped groups or categories. In addition, the student will develop an increased self-awareness of what it means in our culture to be a person of the student's age, gender, ethnicity, religion, etc., as well as, an understanding of how these categories affect those who are different. In
other words, the student will develop cultural competency in self-awareness by self-analysis of himself/herself as a complex cultural being.

2. The student will learn processes for managing responses to different perspectives (e.g., recognizing and responding to culturally based communications) thereby developing the ability to create win/win partnerships and building group cohesiveness.

3. The student will develop an understanding of the common barriers to effective communication within an increasingly diverse workplace.

4. The student will develop an understanding and appreciation of different motivation theories and leadership styles in diverse contexts.

5. The student will demonstrate knowledge of the various types of group processes and the relationship of groups to organizations.

6. Analyze group and individual decision-making techniques in a diverse context.

7. Demonstrate an awareness of today’s healthcare organizations’ complexity due to globalization and increased diversity in the workplace.

Grades will be determined as follows:
Weekly Participation/Discussions 30 percent
Case Studies/In-class Exercises 30 percent
Research Paper 20 percent
Quizzes 20 percent

Grading Scale
A – 90-100
B – 83-89
C – 75-82
D – 65-74
F – below 65

Course Policies

1. Written assignments: Students are expected to follow instructions associated with the assignments for this course. Students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Points will be deducted for poorly written papers.

2. Written assignments must be submitted by the required date unless other arrangements have been made with the course instructor ahead of the due date. Two (2) points will be deducted from the final grade for the assignment for each day that the assignment is late.

3. Students are expected to review the syllabus and course calendar throughout the semester to ensure that they complete class assignments correctly. Additional information may be found in the course Blackboard shell.
4. Students are expected to complete an anonymous course evaluation at the end of the course. The evaluation will be available through Blackboard. The practice of providing feedback to educational experiences is consistent with professional responsibilities.

NOTE:

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

Academic Honesty
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

Plagiarism:
Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! Wilson, p. 523) Wilson, H. (1985). Research in Nursing. Menlo Park, Ca., Addison Wesley

Academic Advising: The College of Nursing and Health Sciences require that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate plan is active by signing the plan. Once the plan is completed it will be filed in the student’s record. The College's Academic Advising Center is located on the third floor of Island Hall.

Grade Appeal Process
As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first
discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.