

SYLLABUS FOR ENVH426/526: Leadership in Public Health (FALL 2020)¹

Time: Mondays, 5-6 PM by Zoom (<https://washington.zoom.us/j/9056654846>)

Number of credits: 1 (Credit/No Credit)

Course website: <https://canvas.uw.edu/courses/1426139>

<p>Instructor of record: Hilary Godwin hgodwin@uw.edu mobile: (206) 794-4892</p> <p>Office hours: 12:30-1:30 p.m. PDT on Tuesdays at https://zoom.us/j/9056654846</p>	<p>Facilitator: rukie hartman mrht@uw.edu</p> <p>Feel free to email me if you'd like to connect outside of class time.</p>	<p>Facilitator: Juanita Ricks jmricks@uw.edu</p> <p>Drop-in hours: Fridays, 8:00-9:00 a.m. PDT https://washington.zoom.us/my/juanitamricks</p>
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ZOOM

Please be sure to stay on mute when you are not talking. we would appreciate it if you would please keep your video on during class, if at all possible, to help create a better sense of connectivity within the DACS team. That being said, we understand that everyone's lives are more complicated in the time of COVID and that you may not always feel like "being seen". If you are having a bad day or are experiencing bad connectivity, please notify the instructor in the chat box so that we know why you don't have your video on. Also, if you need to step away for a few minutes (or turn off the video because something distracting is going on in your home or room), please feel free to do so.

Zoom Meeting Room for Class and Office Hours with HG:

<https://washington.zoom.us/j/9056654846>

Meeting ID: 905 665 4846

One tap mobile

+12063379723,,9056654846# US (Seattle)

COURSE DESCRIPTION

"Leadership in Public Health" (ENVH 426/526) is the first quarter in a three-quarter sequence designed for students who are serving on the School of Public Health Dean's Advisory Council of Students (DACs). Fall quarter focuses on development of personal leadership skills and acumen; the winter quarter focuses on leading others in academic settings and the spring quarter focuses on leading others in practice/community contexts.

ENVH 426 is designed for undergraduate students (juniors and seniors) and ENVH 526 is designed for graduate students (masters and doctoral students). Students are expected to serve on DACs for a

¹ Syllabus is subject to change. Please see the course CANVAS site for updates and the most recent version of the syllabus.

minimum of three consecutive quarters and register for the relevant course in the series each of those quarters.

This course is aligned with the following Council on Education for Public Health (CEPH) MPH Core Competencies:

- D2-10 Explain basic principles and tools of budget and resource management
- D2-16 Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- D2-18 Select communication strategies for different audiences and sectors
- D2-21 Perform effectively on interprofessional teams

This course also helps to reinforce competencies that undergraduate students in majors in the school of public health receive through their core coursework related to public health communication (D11-1) as well as promoting skills in advocacy, critical thinking, networking professionalism, teamwork and leadership.

COURSE FORMAT

This is a discussion-style seminar course and is offered Credit/No Credit. Individuals in a wide range of leadership roles will be brought in as guest speakers, but the course is primarily taught/organized by the Dean of the School of Public Health (Hilary Godwin). Students are expected to engage actively in class and to attend at least 8 sessions per quarter by Zoom.

REQUIRED MATERIALS AND TEXTBOOKS

There is not a required textbook for this course, but short readings will be distributed via the course website in advance. Students are expected to read these materials in advance, respond to prompts about the readings via the class discussion board (on Canvas) and be prepared to discuss in class.

ASSIGNMENTS, ASSESSMENT OF LEARNING OUTCOMES AND GRADING

This class will be offered credit/no credit. Each student is required to score 75% of the total points by the end of the course to successfully pass this course.

There are three types of assignments (worth 90% of the grade) plus participation points (worth 10% of the grade):

- Responses to prompts about required readings (worth 40% of total grade)
- Group Activity (worth 20% of grade)
- Peer-Evaluation (worth 10% of grade)
- Review & Connections or Synthesis & Reflection (worth 20% of total grade)

Please note that late assignments will not be accepted.

Respond to prompts about required readings (40%). Required readings (typically a short article related to the topic to be covered) will be posted on the course website along with prompts that students should respond to. Students must post their responses to the prompts on Canvas by midnight on the Friday before the class session where the reading/topic will be discussed to receive credit. Students must respond to 4 out of the 5 prompts during the quarter, with each response counting as 10% of the total grade for the course. If students respond to all five prompts, then the lowest grade will be dropped.

Group Activity (20%). Graduate and undergraduate students will work in teams to complete group activities, with graduate student serving as the “coach”.

Examples of group activity categories include:

- Leading an online post-election event for SPH students
- Developing a communication for UW students about wearing masks
- Developing a communication for UW students about addressing microaggressions in the classroom
- Leading discussion for SPH students about the Student Concern Policy

All groups must give a 5-minute in-class presentation (week 8) about their project and must submit a one-page group summary of what they did for their project (week 9). The in-class presentation is worth 10% of the final grade and the written summary is worth 10% of the final grade. Details about expectations for the group activities and presentation/summary will be posted on Canvas.

Peer-Evaluation (10%). All students must submit peer evaluations for the individuals that they worked with on the group activity. Half of the points (5% of total grade) are given based on submitting complete peer evaluations. The other half of the points (5% of grade) reflect the scores an individual received in the evaluations from their peers.

Final Reflection (20%).

- A. For ENVH 426 students only: Review & Connections (20%).** One page summary (single-spaced, 12 point font) of the most important lessons that you learned from the course this quarter and how they are relevant to your ability to be successful in your other courses/program in the School of Public Health and your career goals. Refer to content from presentations, discussions and readings.
- B. For ENVH 526 students only: Synthesis & Reflections (20%)** One page synthesis (single-spaced, 12 point font) of the overarching themes covered in the course this quarter and how they are relevant to your own professional development. Refer to content from presentations, discussions and readings. Suggest 2-3 ways that concepts discussed in this class could be used to design interventions to improve our school.

Participation (10%). Students are expected to attend at least 8 sessions in person and to participate actively in discussions. To get participation credit for attending a class session, you are expected to have your video on for the majority of the class, respond to check-ins using the chat function and speak at least once during each breakout session. If you have a personal reason why you cannot have your video on for a specific class session (e.g., you have bad connectivity or are just having a bad day), please message the instructor in the chat at the beginning of class so that you can still get credit for participation.

RELIGIOUS ACCOMMODATIONS

“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).”

ACADEMIC INTEGRITY AND STUDENT CONDUCT

The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution. More information can be found online at <https://www.washington.edu/studentconduct/>

The University takes [academic integrity](#) very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask us. We are willing to discuss questions you might have. Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by the Director of Student and Academic Services in the Office of the Dean.).

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

LAND ACKNOWLEDGEMENT

Washington State is [home](#) to 29 federally recognized and five unrecognized tribes. Including a statement like the one written below demonstrates our collective humility and respect for the original caretakers of the land that the School of Public Health sits on. We acknowledge the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

EQUITY, INCLUSION & CLASSROOM CLIMATE

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender identity and expression, citizenship and immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.

We are a learning community. As such, we are expected to engage with difference. Our learning community asks us to trust and take risks in being vulnerable. It is our collective responsibility to develop a supportive learning environment for everyone. We engage our differences with the intent to build community, not to put down the other and distance ourselves from each other. Being mindful to

not monopolize discussion and/or interrupt others will also help foster a dialogic environment. To support us in this goal, we offer these guideposts:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.

We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down barriers to cooperation and growth.

[Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly*, 1 & 2, 126-134.]

SAFETY

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

COURSE OBJECTIVES

At the end of the course in the Fall, students will be able to:

- Articulate how their values and personality influence their communication and leadership style.
- Provide constructive feedback to faculty, staff and peers.
- When faced with a sample problem that is frequently experienced by students, explain who in SPH they should seek assistance from and develop a short plan for explaining their issue/position to that individual.
- Explain to other students the basics of where the UW SPH resources come from, what expenses we have, and how decisions are made about how to spend discretionary funds.

Graduate students should additionally be able to:

- Facilitate groups of undergraduates (who are on DACS) working on a team project.

DETAILED SCHEDULE FOR FALL QUARTER 2020

Week 1 (October 5-9):

- In class on 10/5:
 - Class introductions: Name, pronouns, what do you hope to give/get out of DACS?
 - Course overview and expectations
 - Selecting groups for group project
- Assignments to complete by the end of this week (midnight on 10/9):
 - Read Yosso's article *Community Cultural Wealth* (pdf will be posted on Canvas)
 - Post on Canvas your response to Prompt #1 [Due: Friday, October 9th at 11:59PM]
How does Yosso's framework inform expectations for yourself and others in class?

Week 2 (October 12-16):

- In class on 10/12:
 - One-word check-in
 - Discussion Topic: Reflections on Yosso's Community Cultural Wealth
 - Discuss in breakout rooms (co-facilitated by graduate students who signed up for today):
 - How does Yosso's framework inform behavioral expectations for our class?
 - Each breakout group comes up with 2 behavioral expectations for the class
 - Large Group Discussion: Report out from breakout groups and confirm class agreement
- Assignments to complete by the end of this week (midnight on 10/16):
 - Virtual Values Card Activity (will be posted on Canvas)
 - Canvas Discussion Prompt #2 [Due by Oct 16th at 11:59PM]
Which values did you end up selecting? Was it easy or challenging to pick your top values using the Values Cards?

Week 3 (October 19-23):

- In class on 10/19:
 - Somatic breathing exercise
 - Discussion topic: personal values
 - Discuss in breakout rooms (co-facilitated by graduate students who signed up for today):
 - What has informed your values?
 - What experiences have challenged or changed your values, and what was it like to notice your values change?
 - Large Group Discussion: Report out from breakout groups
- Assignments to complete by the end of this week (midnight on 10/23):
 - Reading from Don Miguel Ruiz's The Four Agreements, chapter 2 (pdf will be posted on Canvas)
 - Canvas Discussion Prompt # 3 [Due Oct. 23rd at 11:59PM]
"I am impeccable with my word." How will you manifest this principle to enact your

values as a public health professional?

Week 4 (October 26-30):

- In class on 10/26:
 - One-word check-in
 - Discussion topic: sharing your values with others
 - Discuss in breakout rooms (co-facilitated by graduate students who signed up for today):
 - What does it look like to share your values with other people and how do you know you're sharing your values?
 - What does it look and feel like when someone else does not share their values with you and what do you do when this happens?
 - Large Group Discussion: Report out from breakout groups
- Assignments to complete by the end of this week (midnight on 10/30):
 - Reading from John Lewis' *Across That Bridge* (pdf will be posted on Canvas)
 - Canvas Discussion Prompt #4 [Due Oct. 30th at 11:59PM]
TBD

Week 5 (November 2-6):

- In class on 11/2:
 - Somatic breathing exercise
 - Large group discussion: Space to share feelings around elections
- NO Assignments to completed by the end of this week

Week 6 (November 9-13):

- In class on 11/9:
 - Mid-quarter course feedback (start, stop & continue)
 - Large Group Discussion: SPH Student Concern Policy
 - Intro to SPH Student Concern Policy (Juanita Ricks)
 - Overview of concerns submitted last year (Juanita Ricks)
 - Large Group Prompt: Are there concerns you are hearing about?
- Assignments to complete by the end of this week (midnight on 11/13):
 - Complete Free 16 Personalities Assessment on your own:
<https://www.16personalities.com/free-personality-test>
 - Canvas Discussion Prompt #5 [Due Nov. 13th at 11:59PM]
According to the personality assessment, what personality type are you? Does the assessment "ring true" to you or not? Did anything surprise you?

Week 7 (November 16-20):

- In class on 11/16:
 - Somatic breathing exercise
 - Discussion topic: Reflections on personality types
 - Discuss in breakout rooms (co-facilitated by graduate students who signed up for today):
 - How many different personality types are present in your breakout group?

- What's one thing about your personality type that you wish people from other personality types understood?
- Large group discussion: Sharing what you learned from the other people in your group
- Assignments to work on this week:
 - Prepare for short class presentations next week.

Week 8 (November 23-27):

- In class on 11/16:
 - One-word check-in
 - Group Activity Report Out
 - Each group presents for ~5 minutes on the project they've worked on this quarter.
- NO Assignments to completed by the end of this week (Thanksgiving)

Week 9 (November 30 - December 4):

- In class on 11/30:
 - Academic Budgets 101 and SPH Budget Proposal to Provost's Office
 - Guest Speaker: Uli Haller, Senior Director for Finance & Administration in SPH
- Assignments to complete by the end of this week (midnight on 11/13):
 - Group activity one-page summary [Due on Canvas Dec. 4th at 11:59PM]

Week 10 (December 7-11):

- In class on 12/7:
 - Discussion topic: Self-care
 - Guest Speaker: Victoria Gardner, Assistant Dean for Equity, Diversity and Inclusion in SPH
- Assignments to complete by the end of this week (midnight on 12/11):
 - Peer evaluations [Due on Canvas Dec. 11th at 11:59PM]
 - Synthesis & Reflection [Due on Canvas Dec. 11th at 11:59PM]

Finals Week

- There is no final exam for this course, but please be sure to complete your course evaluation. Your feedback makes a difference and will help us to create a better class for next quarter. Thank you!