

SYLLABUS FOR ENVH428/528: Leadership in Public Health SPRING 2021¹

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/1449276>

<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 428/528) is the third 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). Whereas fall quarter focused on development of personal leadership skills and acumen and winter quarter focused on leading others in academic settings, spring quarter (this quarter) focuses on leading others in practice/community contexts.

ENVH 428 is designed for undergraduate students (juniors and seniors) and ENVH 528 is designed for graduate students (masters and doctoral students). Students are expected to serve on DACs for a minimum of three consecutive quarters and register for the relevant course in the series each of those quarters.

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

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

- 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 on group activities, with graduate student serving as the “coach”. Groups are expected to continue working on the project that they identified in the fall. (If your group wishes to completely change the topic for your project from what you were working on in the fall, please contact the instructor.)

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. The points you receive are based on submitting complete peer evaluations (not the numerical scores you receive from your group members or that you give to others in your group).

Final Reflection (20%).

- A. For ENVH 428 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 528 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 Spring, students will be able to:

- Identify how Public Health 3.0 is reflected in the curriculum for their own program and opportunities to build out expertise that will prepare them for the role of "Chief Health Strategist"
- Succinctly describe their interests and goals to someone from the public health practice community;
- Compare and contrast challenges faced by leaders in different contexts.

Graduate students should additionally be able to:

- Lead classroom discussions with visiting leaders.

DETAILED SCHEDULE FOR SPRING QUARTER 2021

Week 1 (March 29- April 2):

- In class on 3/29:
 - One-word check-in (waterfall):
 - Topic: Developing an "Elevator Pitch"
- No assignment to complete by the end of this week:

Week 2 (April 5-9):

- In class on 4/9:
 - Somatic breathing exercise
 - Discussion Topic: (continuation from last quarter: Staff Leadership Roles in Academic Settings
 - Guest Speakers: UW Campus Diversity Officer, [Rickey Hall](#), and UW Ombudsman, [Chuck Sloane](#)
- Assignments to complete by the end of this week (midnight on 4/9):
 - Reading related to Public Health 3.0 or Foundation Public Health Services (will be posted on course website)
 - Canvas Discussion Prompt #1 [Due by April 9th at 11:59PM]

Week 3 (April 12-16):

- In class on 4/12:
 - One-word check-in
 - Discussion Topic: Public Health Leadership at the Local Level
 - Discussion with Guests: [WSPHA](#) Executive Director, [Jeff Ketchel](#), and Board Member and Health Communities Specialist for Kitsap Public Health District, [Megan Moore](#)
- Assignments to complete by the end of this week (midnight on 4/16):
 - Review draft faculty hiring plan for SPH for AY21-22 and draft report on faculty hires from AY2020-21 (will be posted on course website)
 - Canvas Discussion Prompt #2 [Due by April 16th at 11:59PM]

Week 4 (April 19-23):

- In class on 4/19: Providing feedback on Draft SPH Faculty Hiring Plan for AY2021-22
 - Somatic breathing exercise
 - Discussion topic: Update on faculty hiring from current year and opportunity to provide input on draft faculty hiring plan for AY2021-22
- Assignments to complete by the end of this week (midnight on 4/23):
 - Additional reading related to Public Health 3.0 or Foundation Public Health Services (will be posted on course website)

- Canvas Discussion Prompt #3 [Due April 23rd at 11:59PM]

Week 5 (April 26-30):

- In class on 4/26:
 - One-word check-in
 - Discussion Topic: Public Health Leadership at the State Level/WA Department of Health
 - Discussion with Guest: Former WA Secretary of Health, [John Wiesman](#)
- Please be sure to complete the Mid-Quarter Online Feedback for our course this week
 - You will receive an email with the link and we will also post it on the course website when it is available.

Week 6 (May 3-7):

- In class on 5/3:
 - Somatic breathing exercise
 - Discussion Topic: Being a Public Health Champion/Leading with a Public Health Orientation at the Federal and County Level
 - Discussion with Guest: Former Deputy Secretary of the US Department of Housing and Urban Development and former King County Executive, [Ron Sims](#)
- Assignments to complete by the end of this week (midnight on 5/7):
 - Readings related to Tribal Sovereignty and Data Collection Best Practices (will be posted on course website)
 - Canvas Discussion Prompt #4 [Due May 7th at 11:59PM]

Week 7 (May 10-14):

- In class on 5/10:
 - Somatic breathing exercise
 - Topic: Public Health Leadership in Non-Governmental Organizations
 - Discussion with Guest: Director of the Urban Indian Health Institute, [Abigail Echo-Hawk](#)
- Assignment for this week:
 - Prepare for Group Presentations next week

Week 8 (May 17-21):

- In class on 5/17: TBD
 - One-word check-in
 - Group Presentations
- Assignments to complete by the end of this week (midnight on 5/21):
 - Canvas Discussion Prompt #5 [Due May 21st at 11:59PM]

Week 9 (May 24-28):

- In class on 5/24:
 - Topic: Reflections on a Year in DACS
 - In class activity: Stop, Start, Continue
- No assignment to complete by the end of this week:

Week 10 (May 31- June 4):

- NO CLASS MEETING on 5/31 (MEMORIAL DAY HOLIDAY)
- Assignments to complete by the end of this week (midnight on 6/4):
 - Group activity one-page summary [Due on Canvas June 4th at 11:59PM]
 - Peer evaluations [Due on Canvas June 4th at 11:59PM]
 - Review & Connections (undergrads) or Synthesis & Reflection (grad students) [Due on Canvas June 4th at 11:59PM]

Finals Week (June 7-11)

- There is no final exam for this course, but please be sure to complete your end of course evaluation. Your feedback makes a difference and will help us to create a better class for next year. We have loved having you in DACS this year and appreciate your service!