

## SYLLABUS FOR ENVH427/527: Leadership in Public Health WINTER 2021<sup>1</sup>

**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><b>Instructor of record:</b>          Hilary Godwin  <a href="mailto:hgodwin@uw.edu">hgodwin@uw.edu</a>          mobile: (206) 794-4892</p> <p>Office hours:          12:30-1:30 p.m. PDT on          Tuesdays at  <a href="https://zoom.us/j/9056654846">https://zoom.us/j/9056654846</a></p>	<p><b>Facilitator:</b>          rukie hartman  <a href="mailto:mrht@uw.edu">mrht@uw.edu</a></p> <p>Feel free to email me if you'd like to connect outside of class time.</p>	<p><b>Facilitator:</b>          Juanita Ricks  <a href="mailto:jmricks@uw.edu">jmricks@uw.edu</a></p> <p>Drop-in hours:          Fridays, 8:00-9:00 a.m. PDT  <a href="https://washington.zoom.us/my/juanitamricks">https://washington.zoom.us/my/juanitamricks</a></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 427/527) is the second 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 focuses on development of personal leadership skills and acumen, the winter quarter (this quarter) focuses on leading others in academic settings and the spring quarter focuses on leading others in practice/community contexts.

ENVH 427 is designed for undergraduate students (juniors and seniors) and ENVH 527 is designed for graduate students (masters and doctoral students). Students are expected to serve on DACs for a

<sup>1</sup> 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 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 427 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 527 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](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://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 Winter, students will be able to:**

- Develop an simple informational chart that explains the roles and responsibilities for individuals in key leadership positions in the UW School of Public Health and central administration;
- Explain what "shared governance" means and how shared governance is manifested at UW and our school;
- Explain basics of academic budgeting to a peer.
- Describe to a peer how the school's current strategic plan and EDI Action plan were developed and identify one or more priorities/goals listed in each one.

### **Graduate students should additionally be able to:**

- Identify which aspects of the UW SPH Strategic Plan and UW SPH EDI Action Plan are most aligned with their own values;
- Facilitate groups of undergraduates (who are on DACS) working on a team project and explain how that project relates to UW SPH values and priorities.

## DETAILED SCHEDULE FOR WINTER QUARTER 2021

### Week 1 (January 4-8):

- In class on 1/4:
  - One-word check-in: what one word embodies your hopes for 2021?
  - Topic: How the University of Washington and UW SPH are organized (including roles and responsibilities for individuals in key leadership positions)
    - Discuss in breakout rooms:
      - If you could ask the President ([Ana Mari Cauce](#)) or the Provost ([Mark Richards](#)) one question, what would it be?
      - What outcomes do you see the structure of higher education producing and reproducing?
- Assignments to complete by the end of this week (midnight on 1/8):
  - Review draft of budget submission that SPH will need to submit to the Provost at the beginning of February (will be posted on course website)
  - Canvas Discussion Prompt #1 [Due by January 8<sup>th</sup> at 11:59PM]  
*What is one thing that you would like to see changed about our (SPH's) budget submission to the provost?*

### Week 2 (January 11-15):

- In class on 1/11:
  - Somatic breathing exercise
  - Discussion Topic: SPH Budget Proposal
    - Guest Speaker: Uli Haller, Senior Director for Finance & Administration in SPH
    - Large Group Discussion: What (if anything) would you like to see changed to the SPH Budget Proposal before it is submitted to the Provost?
- Note: No assignment for next week/no class next week due to MLK day

### Week 3 (January 18-22):

- NO CLASS due to MLK day (Please check course website for SPH and Health Sciences activities in honor of Dr. Martin Luther King.)
- Assignments to complete by the end of this week (midnight on 1/22):
  - Please read:
    - ["Characteristics of White Supremacy Culture"](#) From [Dismantling Racism: A Workbook for Social Change Groups](#), by Kenneth Jones and Tema Okun, ChangeWork, 2001
    - [Continuum of Becoming an Anti-Racist Multicultural Organization](#)
  - Canvas Discussion Prompt #2 [Due by January 22<sup>nd</sup> at 11:59PM]  
*Answer either one or both of the following questions:*
    - *How have you seen yourself engage in any of the characteristics described in the article by Jones and Okun, either professionally or personally?*
    - *Where do you think UW SPH is currently in the continuum of becoming an anti-racist multicultural organization?*

**Week 4 (January 25-29):**

- In class on 1/25:
  - One-word check-in
  - Discussion topic: Who makes the rules at UW? How do we change them?
    - Discuss in breakout rooms:
      - *How do current “norms” for who makes the rules in academic institutions and who can change them relate to the definition of white supremacy culture provided by Jones and Okun?*
      - *How might we change this within our own school?*
  - Large Group Discussion: Report out from breakout groups
- Assignments to complete by the end of this week (midnight on 1/29):
  - Review the [UW SPH 2020-2025 Strategic Plan \(Overview\)](#) and [UW SPH 2019 EDI Action Plan](#)
  - Canvas Discussion Prompt #3 [Due January 29<sup>th</sup> at 11:59PM]  
*Answer either one or both of the following questions:*
    - *Of the goals outlined in the SPH 2019 EDI Action Plan, which one is the highest priority for you personally?*
    - *Is there anything that you think is missing from either the SPH 2020-2025 Strategic Plan or SPH 2019 EDI Action Plan?*

**Week 5 (February 1-5):**

- In class on 1/2:
  - Somatic breathing exercise
  - Topic: [UW SPH 2020-2025 Strategic Plan](#) and [UW SPH 2019 EDI Action Plan](#)
    - Discuss in breakout rooms:
      - *How (as a student in SPH do you feel you can contribute to accomplishing the goals outlined in the SPH 2019 EDI Action Plan?*
      - *Are there any barriers that you perceive to student engagement in these plans and, if so, what would you recommend that we do to lower (or, better yet, remove!) those barriers?*
  - Large Group Discussion: Report out from breakout groups
- 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 (February 8-12):**

- In class on 2/8:
  - One-word check-in
  - Topic: Faculty as Leaders – Discussion with Guest(s) ([Chad Allen](#))
- Assignments to complete by the end of this week (midnight on 2/12):
  - TBD
  - Canvas Discussion Prompt #4 [Due February 12<sup>th</sup> at 11:59PM]  
 TBD

### Week 7 (February 15-19):

- In class on 2/15:
  - Somatic breathing exercise
  - Topic: Staff as Leaders – Discussion with Guests ([Rickey Hall](#) and [Chuck Sloane](#))
- Assignment for this week:
  - Prepare for group presentations next week

### Week 8 (February 22-26):

- In class on 2/22:
  - One-word check-in
  - Group Presentations
- Assignments to complete by the end of this week (midnight on 2/26):
  - TBD
  - Canvas Discussion Prompt #5 [Due February 12<sup>th</sup> at 11:59PM]  
TBD

### Week 9 (March 1-5):

- In class on 3/5:
  - Students as Leaders – Discussion with Guest(s) ([Natasha Ludwig-Barron](#))
- Assignments to complete by the end of this week (midnight on 3/5):
  - Group activity one-page summary [Due on Canvas March 5<sup>th</sup> at 11:59PM]

### Week 10 (March 8-12):

- In class on 3/8:
  - Discussion topic: Self-Reflection Space
    - Discuss in breakout rooms:
      - *Have any of your personal or professional goals or ideas around leadership development been challenged or clarified? If so, how?*
      - *Have the conversations that we have had this quarter about leadership roles in academic institutions changed your perspective on your own leadership and/or role in the school?*
    - Large Group Discussion: Report out from breakout groups
- Assignments to complete by the end of this week (midnight on 3/12):
  - Peer evaluations [Due on Canvas March 12<sup>th</sup> at 11:59PM]
  - Review & Connections (undergrads) or Synthesis & Reflection (grad students) [Due on Canvas March 12<sup>th</sup> at 11:59PM]

### Finals Week (March 13-19)

- 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 quarter. Thank you!