

SYLLABUS FOR ENVH427/527 - WINTER 2023¹ Leadership in Public Health

Time: Mondays, 5-6 PM in person in HSEB 427

Number of credits: 1 (Credit/No Credit)

Course website: <https://canvas.uw.edu/courses/1612696>

<p>Instructor of record: Hilary Godwin hgodwin@uw.edu mobile: (206) 794-4892</p> <p>Office hours: 1 - 2 p.m. PDT on Fridays 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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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 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.

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

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 7 sessions this quarter either in person 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 four 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)

If you are unable to make the deadline for a particular assignment, please contact the instructors in advance to request an extension.

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 prompts during the quarter, with each response counting as 10% of the total grade for the course.

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 4% of the final grade and the written summary is worth 4% of the final grade. Details about expectations for the group activities and presentation/summary will be posted on the “Assignments” page of the course website 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).

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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 6 of the 7 class sessions this quarter (either in person or, if you have prior permission from the instructors, by Zoom) and to participate actively in discussions. To get participation credit for attending a class session by Zoom, 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 Assistant Dean for Students in the Office of the Dean.

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ACCESS AND ACCOMMODATIONS

Your experience in this class is important to us. If you have already established an accommodation with Disability Resources for Students (DRS), please communicate your approved accommodation to Hilary 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.

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- 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.

WINTER QUARTER RESPIRATORY ILLNESSES - PROTOCOLS AND SAFETY

Winter quarter is a time of increased risk of acquiring respiratory illnesses including COVID, RSV, cold, and flu.

If you feel ill or exhibit respiratory or other symptoms, you should **not** come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email.

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction or a plan for making up the class.

Additional recommendations include:

- o [Get boosted with the updated COVID-19 vaccines](#). These vaccines are available at clinics and pharmacies, as well as [through UW Medicine](#) and local health agencies.
- o [Get your annual flu shot](#).
- o **Wear a high-quality mask in indoor public spaces and while traveling. Masks are strongly recommended the first two weeks of winter quarter.** High-quality masks help protect against a range of respiratory viruses, and are [available for free in locations on each UW campus](#).
- o **Take a coronavirus test if you have symptoms or have been exposed.** Rapid antigen tests are widely available for [free in at on campus locations linked here](#). The [Husky Coronavirus Testing](#) voluntary research study is also available for UW students.
- o [Activate WA Notify on your phone](#) to receive exposure notifications and so that you can anonymously let others know of their exposure if you test positive.

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COURSE OBJECTIVES

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

- Develop a 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 2023

Week 1 (January 9-13):

- In class on 1/9:
 - Discussion re: feedback from end of last quarter
 - Topic: How the [University of Washington](#) and [UW SPH](#) are organized (including roles and responsibilities for individuals in key leadership positions);
- **Optional Dinner after class (6-7 pm) - Time to work with your teammates on planning for group projects**
- Note: No assignment for next week/no class next week due to MLK day

Week 2 (January 16-20):

- **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 1/20):
 - Review draft of budget submission that SPH will need to submit to the Provost this quarter, particularly Section 3 on Tuition (will be posted on course website)
 - Canvas Discussion Prompt #1 [Due by January 20th at 11:59PM]
What is one thing that you would like to see changed about our (SPH's) budget submission to the provost?

Week 3 (January 23-27):

- In class on 1/23:
 - Somatic breathing exercise
 - Discussion Topic: SPH Budget Proposal
 - Large Group Discussion: What (if anything) would you like to see changed to the SPH Budget Proposal before it is submitted to the Provost?
- Assignments to complete by the end of this week (midnight on 1/27):
 - Read the [NY Times Happiness Challenge Day 3: Small Talk Has Big Benefits](#)
 - Post under [Discussion Prompt #2:](#)
 - What are 3 examples of questions that you would like for someone who was taking the Happiness Challenge on "Small Talk" to ask you?

Week 4 (January 30 – February 3):

- In class on 1/30:
 - Practicing the NY Times Happiness Challenge on "Small Talk"
 - When you enter class, choose to sit next to someone that you haven't talked to yet so that you can practice with them.

- Practice asking “small talk” questions with each other (feel free to check to see what your partner for today or others in class have suggested for questions under [Discussion Prompt #2](#))
- Guest Leader: [AJ Balatico, President of the UW Graduate and Professor Student Senate \(GPSS\)](#) and PhD student in Learning Sciences and Human Development
- Assignments to complete by the end of this week (midnight on 2/3):
 - Post under [Discussion Prompt #3](#):
 - What do you think are the most important issues facing students at the University of Washington?
 - Are these issues that could be solved at the school level (i.e., within the School of Public Health) or do they require some sort of coordination across the institution/institutional-level response?
 - What is one thing that you would like [Denzil Suite, UW Vice President for Student Life](#) to know?

Week 5 (February 6-10):

- In class on 2/6:
 - Somatic breathing exercise
 - Guest Leader: [Denzil Suite, UW Vice President for Student Life](#)
- **Optional Dinner after class (6-7 pm) - Time to work with your teammates on group projects**
- Assignments to complete by the end of this week (midnight on 2/10):
 - Please read:
 - Distancing Behaviors (adapted by Intra Afrikan Konnections, Mayet Dalila) – please see course website for link
 - [Continuum of Becoming an Anti-Racist Multicultural Organization](#)
 - Post on [Canvas Discussion Prompt #4](#) [Due by February 10th at 11:59PM]
Answer either one or both of the following questions:
 - *Reflect on your experiences with the distancing behaviors described in the first piece. Have you ever engaged in any of these behaviors?*
 - *Where do you think UW SPH and UW overall are currently in the continuum of becoming anti-racist multicultural organizations.*

Week 6 (February 13-17):

- In class on 2/13:
 - Guest Leader: [Ahoua Kone, Clinical Assistant Professor in the Department of Global Health and co-Chair of the SPH Equity, Diversity and Inclusion Committee](#)
- Assignment for this week:
 - No class next week/no assignment other than to prepare for group presentation on 2/27

Week 7 (February 19-24):

- **NO CLASS due to President's Day**
- Assignment for this week:
 - No assignment other than to prepare for group presentation on 2/27

Week 8 (February 27-March 3):

- In class on 2/27:
 - Group Presentations:
 - Each team will briefly report out to the class on the status of their group project:
 - Remind us what you had originally proposed to do for your group project and what you were hoping to accomplish this quarter;
 - Describe any barriers or problems you have encountered, particularly if you need assistance resolving them or would like input re: what to do next.
- No assignments to complete by the end of this week (midnight on 3/3):
 - Please work on your group and individual assignments that are due on 3/10/

Week 9 (March 6-10):

- In class on 3/6: Emerging Issues
- Assignments to complete by the end of this week (midnight on 3/10):
 - Group activity one-page summary [Due on Canvas March 10th at 11:59PM]
 - Peer evaluations [Due on Canvas March 10th at 11:59PM]
 - Review & Connections (undergrads) or Synthesis & Reflection (grad students) [Due on Canvas March 10th at 11:59PM]
- **Optional: SPH Study Break with Dean & DACS – time and location TBD**

Finals Week (March 13-17)

- 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!