SYLLABUS FOR ENVH 426/526 LEADERSHIP IN PUBLIC HEALTH[1]

Autumn 2023

CONTACT INFORMATION

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Facilitator: Juanita Ricks *(she/her)*

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Office hours: Fridays, 8-9 amPDT at https://washington.zoom.us/my/juanitaricks or by appointment

Course times and locations

Discussion: 5-6 pm on Mondays in HRC 135

LAND ACKNOWLEDGEMENT

The University of Washington acknowledges 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.

ILLNESS PROTOCOL

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. UW Environmental Health & Safety recommends that you wear a well fitting mask while you are symptomatic

Additional recommendations include getting your annual flu shot and getting boosted with the updated COVID vaccines (available at clinics and pharmacies, as well as through UW Medicine and local health agencies).

Please check your email and CANVAS announcements 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 and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

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

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COURSE DESCRIPTION

Leadership in Public Health" (ENVH 426/526) 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). Autumn quarter focuses on development of personal leadership skills and acumen; winter quarter focuses on leading others in academic settings and 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 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 LEARNING OBJECTIVES

After completing this course, 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.

REQUIRED TEXTBOOKS & READINGS

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.

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GRADING

This class is 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)

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 should respond to all 4 of the 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 to complete group activities, with graduate student serving as the "coach".

Examples of group project include:
- Developing a plan for reinvigorating the Public Health Student Association.
- Developing a new SPH student government organization.
- Collaboration on student engagement with the Center for Anti-Racism and Community Health

Each group needs to submit a "Group Resume", a "Team Contract" and the Topic for their Group Project via the course website in Week 5. Each of these items are worth 4% of the final grade. 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 are 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).

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 of the 10 sessions in person and to participate actively in discussions. Please make an effort not to miss class sessions that are set aside for group work or presentations and notify your teammates in advance if you are not able to be present. To get participation credit for attending a class session, you are expected speak at least once during each session. Individuals who have approved accommodations that allow them to participate in classes remotely should ideally work with DRS to notify the instructor of their accommodations prior to the beginning of the quarter. If you have prior approval from the instructors to participate by Zoom, you are expected to have your video on for the majority of the class and respond to check-ins using the chat function. 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.

IMPORTANT POLICIES & RESOURCES

Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, unauthorized use of artificial intelligence (AI) tools, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-121). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct.

Use of Generative Artificial Intelligence in Coursework

In this class, you are permitted to use AI tools to assist you in gathering information, writing drafts, and revising your writing. If you choose to use generative AI tools for an assignment in this class, you are required to do the following. These activities are meant to a) encourage your development of appropriate attribution skills, b) reflect upon how generative AI is contributing to or harming your learning, and c) protect you in the event of an Academic Misconduct investigation.

1) Use track changes to demonstrate how much of the written product was written by generative AI, and how much was written by you.

2) Maintain a history within the AI tool of your prompts and outputs (for example the chat history in ChatGPT).

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3) Provide a written statement at the end of any assignment in which AI was used that includes the following:

> a. A description of how you used generative AI in the assignment or project.
>
> b. A description of how you verified outputs were correct or true.
>
> c. A reflection on how using generative AI tools befitted you or potentially harmed the learning goals of the assignment.
>
> d. An attestation that you did not put any protected data into an AI tool during your completion of the assignment; including copyrighted materials, the intellectual property of others (including papers written by others, or the text of your instructor's assignment instructions), research or study data, interview transcripts, or personal information of others.

Access and Accommodations

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented 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), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

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/). 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/)

Inclusion & Diversity

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

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1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, 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.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- 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 the walls that prohibit group 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*.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.

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- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

Bias Concerns

The Office of the Dean has a student concern policy, a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu for immediate follow up. Bias concerns can be anonymously and confidentially reported via the online form found here: https://sph.washington.edu/about/diversity/bias-concerns. Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:
1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
    o Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
    o Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the bias concerns link. The University also has designated offices to help you: SafeCampus; Office of the Ombud; Title IX Investigation Office; and University Complaint Investigation and Resolution Office.

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 SESSION SCHEDULE

Week 1 (October 2-6):
- *In class on 10/2:*
  - Round the room introductions (particularly because not everyone was able to make it to the orientation session).
  - Quick review of highlights from the syllabus.
  - Discussion of transactional versus transformational leadership
  - Discussion about the importance of both self-reflection and working in diverse team to your growth as a leader.

- *Assignments to complete by the end of this week (midnight on 10/6)*:

  - **Post on Canvas your response to Prompt #1** [Due: Friday, October 6th at 11:59PM]
    - Please respond to the following prompts:
      - *What topics within public health are you particularly passionate about?*
      - *Is there a topic (or two) that you would particularly like to work on for your group project this year?*

Week 2 (October 9-13):
- *In class on 10/9 (Indigenous People's Day):*
  - Working on Group Projects Part 1: Brainstorming in groups about possible topics based on what passionate and possible projects were suggested in reponse to Discussion Prompt 1.

- *Assignments to complete by the end of this week (midnight on 10/13):*
  - Read Chapters 1 ("How to Honor Dignity") and 2 ("How to Avoid Violating Dignity") in Part 1 of *Leading with Dignity* (by Donna Hicks, PhD)

  - **Post on Canvas your response to Prompt #2** [Due: Friday, October 13th at 11:59PM]
    - Please respond to the following prompt:
      - *Reflect on a time when you felt like a specific individual went out of their way to honor your dignity. What specifically about what they said or did helped you to feel respected in that situation?*

Week 3 (October 16-20):
- *In class on 10/16:*
  - Somatic breathing exercise
  - Discussion around best practices for celebrating the dignity of others

- ***Monday 10/16, 6-7 pm: Optional dinner and time to talk at greater length with your team members about the strengths and passions that they bring to the table.***

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- *Assignments to complete by the end of this week (midnight on 10/20):*
  - Complete on your own:
    - Online Conflict Styles Assessment (available for free from the United States Institute of Peace).
    - Please be sure to save the results to pdf and bring them to class on Monday.

  - **Canvas Discussion Prompt #3** [Due by Oct 20st at 11:59PM]
    - *What percentages did you get for each of the different conflict styles?*
    - *Looking at the description of conflict style where you had the highest percentage, can you think of a situation where using that approach might not be beneficial?*
    - *Looking at the description of conflict style where you had the lowest percentage, can you think of a situation where using that conflict style might be helpful to you?*

Week 4 (October 23-27):
- *In class on 10/23:*
  - Group Discussion:
    - There is no "correct" or "best" conflict style;
    - Being aware of your own preferred style and choosing the style that is most appropriate to a particular situation
  - Using AI tools to brainstorm about group work (as a group)
    - Resource: results of ChatGPT4 queries from class on 10/23/23Links to an external site. (you are welcome to use or not use this when completing your Team Contract that is due on November 3rd.
  - Working on Group Projects/in Teams Part 2:
    - Discuss whether any of the responses from the AI tool (e.g., around project goals and timeline, potential conflicts, mitigating conflicts) are useful (even if just as a starting point) for your group in completing various sections of the Team Contract (which is due next Friday)?
      - What seems most relevant/useful?
      - Is there anything that seems just completely wrong or off-base?
      - What might you change or personalize so that it is more relevant to the project you have in mind and/or what you team wants?

- *Assignments to complete by the end of this week (midnight on 10/27):*
  - Complete on your own:
    - "Determine Your Core ValuesLinks to an external site." assessment" (free). Please note that the "frame of reference" (question on first page that you need to answer before you can click on "begin quiz") that you select will determine how you should answer the questions that follow. You are welcome to pick

whichever frame of reference is most meaningful or useful to you, but please be sure to stick with that frame once you select it. (You can also take the quiz a second time using a different frame of reference and compare your results from the two, if that interest you, but please be aware that it takes ~20 mins to answer all of the questions for a single frame of reference. My experience was it was easy to answer the initial questions, but later, when I was choosing between values where I cared about both of them, I had to reflect a bit more for each answer.)

- When you complete the assessment, please be sure to click on "save results to file" so that you can refer to them later/to answer the questions below.

- **Canvas Discussion Prompt #4** [Due by Oct 27th at 11:59PM]
  - *Which frame of refence did you pick and why?*
  - *What were the top ten values that you ended up with when answering questions from that frame of reference?*
  - *Those conflicts that involve values that are "sacred" to one of more of the individuals engaged in the conflict tend to be particularly challenging to resolve. "Sacred" values are defined as ones that are related to deeply held beliefs and principles. Which of the top ten values (if any) that you ended up with from the assessment would you characterize as "sacred" values for you?*

Week 5 (October 30 – November 3):

- *In class on 10/30:*
  - Please sit with the other members of your team
  - Discussion with one other person on your team (15 mins):
    - Share a time when you experienced a conflict in a school or work setting in which either you or the other individual(s) involved in the conflict felt like a value that you hold sacred was threatened.
      - Were you able to come to some sort of resolution to the conflict?
      - If so, how?
      - If not, do you have thoughts in hind sight about what you might have done differently?
  - Team discussion (15 mins):
    - Share any key insights from the 1:1 discussion with the other members of your team
    - How might these insights inform your team contract?
  - Remaining time:
    - Work on Team Contract and Team Resume with your team members
      - or changed your values, and what was it like to notice your values change?

- *Assignments to complete by the end of this week (midnight on 11/3):*
  - Submit **Team Resume** for your group (only one person from each group needs to submit the document)
  - Submit **Team Contract** for your group (only one person from each group needs to submit the document)

Week 6 (November 6-10):
- *In class on 11/6*
  - Working on Group Projects/in Teams Part 3: Finalizing the topic for your team project

  Monday 11/6, 6-7 pm: Optional Dinner & Time to Decide Who Will Do What for Group Presentations

- *Assignments to complete by the end of this week (midnight on 11/10):*
  - Post **what topic your group is planning to work on for your group project** (only one person from each group needs to post the topic on the discussion oard, but that person should be sure to list the names of all group members)

Week 7 (November 13-17):
- *In class on 11/13* *(note: both Hilary and Juanita are OOO on 11/13 due to APHA – class will be 100% by Zoom/no in person component)*
  - Somatic breathing exercise
  - Project management basics
  - Working on Group Projects/in Teams Part 4: Preparing for group presentations next week

- *Assignments to work on this week:*
  - Prepare for short class presentations next week:
    - Each group should plan to present for 5 mins and then answer questions from the rest of the class for 5 mins. See below for the expected content for your presentations.

Week 8 (November 20-24):

- *In class on 11/20:*
  - One-word check-in
  - Group Activity Report Out
    - Each group should plan to present for 5 mins and then answer questions from the rest of the class for 5 mins. For your presentation, please
      - Introduce all of your group members;
      - Explain what they are proposing to do for their group project and why you picked that project;

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- o   Describe what progress they are hoping to make before the end of this quarter.

- *NO Assignments to completed by the end of this week (Thanksgiving)*

Week 9 (November 27 - December 1):

- *In class on 11/27:*
    - o   Student Concerns Policy presentation (Juanita) and discussion

- *Assignments to complete by the end of this week (midnight on 12/1):*
    - o   **One-page Summary of Group Project** [Due on Canvas Dec. 1nd at 11:59PM]

Week 10 (December 4-8):
- *In class on 12/4:*
    - o   One-word check-in
    - o   Self-care as we move into the end of the quarter

Wednesday 12/6, **11:30 am - 1** *pm:* **DACS and Juanita co-hosting study break & lunch for SPH students (Hilary OOO; attendance optional; location TBD)**

- *Assignments to complete by the end of this week (midnight on 12/8):*
    - o   **Peer evaluations** [Due on Canvas Dec. 8th at 11:59PM]
    - o   **Grad Students: Synthesis & Reflections** [Due on Canvas Dec. 8th at 11:59PM]
    - o   **Undergrad Students: Review & Connections** [Due on Canvas Dec. 8th 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!

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