

University of Arizona  
Mel & Enid Zuckerman College of Public Health

**CPH 596E -- Health Education/Behavioral Sciences Leadership Seminar  
Spring 2008**

**TIME:** Monday 9-11:50, January 28<sup>th</sup> – March 10<sup>th</sup>

**LOCATION:** Drachman Hall A-122 (9:00-11:00)  
Drachman Hall A-119 (11:00-11:50)

**INSTRUCTOR:** Lisa Staten, PhD  
Associate Professor  
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**OFFICE HOURS:** By appointment.

**COURSE DESCRIPTION:** Public health leaders are needed to make the process of public health work. Leadership development and new models of leadership in public health are paramount if we are to eliminate health disparities and resolve the complex health challenges affecting people and communities throughout the U.S. and the world. This course is designed to investigate the role of leadership in the public health arena and to provide emerging public health professionals with key leadership tools and skills to strengthen the field of public health. This course consists of three key components. Component 1 of the course will focus on the principles and practice of collaborative leadership. Component 2 of the course will include readings on basic leadership principles and the opportunity to discuss and analyze the practical applications of those principles. Because leadership develops through a process of lifelong learning and action, Component 3 requires that students participate in community committees and events that will contribute to their public health leadership development. Overall, the course will cover leadership within the traditional public health organization; transorganizational leadership; leadership in teams, agencies, communities, and the profession; and the role of leadership development in linking academic study with community practice.

**COURSE PREREQUISITES:** A bachelor's degree and admission into the Master's of Public Health Health Behavior/Health Promotion concentration (unless admitted under special circumstances by the instructor).

**COURSE LEARNING OBJECTIVES:**

Upon the completion of this course, students will be able to:

1. Define and describe collaborative leadership as it applies to public health, including six key principles.
2. Utilize collaborative leadership skills to facilitate public health planning that involves multiple

stakeholders with different views and perspectives who come together around a common interest.

3. Analyze leadership styles and discuss essential leadership characteristics.
4. Recognize opportunities to expand their leadership development beyond academic course activities.
5. Recognize key differences between the concepts of management and leadership.
6. Describe the attributes of leadership in public health.\*
7. Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.\*
8. Demonstrate team building.\*
9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.\*
10. Demonstrate team building methods for achieving organizational and community health goals.\*
11. Engage in dialogue and learning from others to advance public health goals.\*

\*Cross-cutting competencies for Leadership for the MPH degree

**Course Notes:** Notes are not provided, but related articles are available on E-reserve.

**Recommended Texts/Readings:** No textbook is required but all readings are on E-reserve. Readings will either be distributed in class or through a class listserve.

**Course Requirements:**

1. Each student is expected to attend at least two of the Public Health Scholar Seminars on Wednesdays in Room A114. Please be sure to sign in on the sign in sheet at the back of the room.

Public Health Scholar Seminars Schedule (A-114)

January 16 – Bonnie LeFleur (EPI/BIO)

February 6 – Tyrone Hayes (CEP)

February 20 – Sholom Wacholder (EPI/Bio)

March 5 – Mathew Kreuter (HPS)

FCH Seminar Series (A-116)

January 30 – Aleena Hernandez

February 13 – Timothy Lohman

February 27 - Lee Cranmer

March 12 – Scott Going

2. Discussion questions related to class readings will be distributed each week for the following week. Students should generate written responses to the questions. One page per question maximum, 12 point font.
3. Students will complete a two part case study assignment. The Case study will be distributed during the first class session and the assignment will be reviewed.
4. Students will complete an analysis of the leadership style and effectiveness of a committee in which they participate. A format will be distributed during the 4<sup>th</sup> class session.

## **Grading/Student Evaluation:**

This course will be graded on a Superior, Pass, Fail scale.

To **Pass** this course, you must:

1. Attend all classes (absences must be approved in advance of class)
2. Participate in class discussions
3. Complete all assignments
4. Attend at least two Scholar Seminars

To get a **Superior** grade in this course, you must:

1. Do all requirements for passing
2. Attend at least 1 additional seminar (Scholar or FCH series) or special event such as the College's Martin Luther King Day event
3. Consistently demonstrate that you are well prepared for class
4. Submit assignments that demonstrate a high level of thought

**CLASS ATTENDANCE/PARTICIPATION:** Students are expected to attend every class, read class assignments, participate in class and working group discussions, and complete written assignments, Please inform the instructor of any unavoidable absences prior to class. Attendance will be taken each week.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee will be honored.)

**ACADEMIC INTEGRITY:** Students are expected to abide by the U of A Code of Academic Integrity found at <http://w3.arizona.edu/~studpubs/policies/cacaint.htm>.

**PLAGIARISM:** Turnitin.com: Your assignments will be submitted electronically, by you, to turnitin.com. This is a plagiarism service that will check your papers to see if they are original. Therefore, if you know someone who took this class in the past and were planning on using their old papers, they will be found by turnitin.com to be plagiarized. So, please do original work! I will give you the details of how to submit your papers at a later date.

**CLASSROOM BEHAVIOR:** Class discussion and interaction are encouraged. However, students who are disrespectful to the instructor, to their classmates, or to visiting lecturers, or who engage in unrelated conversation or activities during class, will be asked to leave the classroom. If you are asked to leave the class, you will be recorded as an unexcused absence.

Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://hr2.hr.arizona.edu/dos/pol\\_disrupt.htm](http://hr2.hr.arizona.edu/dos/pol_disrupt.htm) and the Policy on Threatening Behavior by Students found at [http://hr2.hr.arizona.edu/dos/pol\\_threat.htm](http://hr2.hr.arizona.edu/dos/pol_threat.htm).

**GRIEVANCE POLICY:** [http://grad.arizona.edu/Current\\_Students/Policies/Grievance\\_Policy.php](http://grad.arizona.edu/Current_Students/Policies/Grievance_Policy.php)

**DISABILITY ACCOMMODATION:** Students who are registered with the Disability Resource Center must submit appropriate documentation to the instructor if they are requesting reasonable accommodations: <http://drc.arizona.edu/instructor/syllabus-statement.shtml>

**SYLLABUS CHANGES:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

CPH 586G Class Schedule:

DATE	TOPIC	REQUIRED READINGS	ASSIGNMENTS
<b>Jan 28</b>	<ul style="list-style-type: none"> <li>A. Fundamental concepts of Leadership (9-11)</li> <li>B. Course overview</li> <li>C. Differences between Management and Leadership</li> <li>D. Terminology</li> <li>E. Discussion of Committee Membership</li> </ul> Guest: Chris Tisch to discuss committee possibilities		
<b>Feb 4</b>	<ul style="list-style-type: none"> <li>A. Creating Clarity Through Visioning &amp; Mobilizing (9-11)</li> <li>B. Differences between Management and Leadership</li> <li>C. Case Study Discussion</li> </ul>	<p>Foster, W. (1997). Toward a Critical Practice of Leadership. In: L. Orozco (Ed.), <i>Educational Leadership</i> (pp. 3-15). Bellevue: Coursewise Publishing.</p> <p>Johnson, J.A. &amp; Breckon D.J. (2007). Evolution of Management, Administrative, and Leadership Theories. In <i>Managing Health Education and Promotion Programs</i> (pp. 11-25) Boston, Mass: Jones and Bartlett Publishers.</p> <p>Mariotti J (1997) The Problem with “Management.” In: L. Orozco (Ed.), <i>Educational Leadership</i> (pp. 16-17). Bellevue: Coursewise Publishing.</p> <p>Rowitz, L. (2001). The Basics of Leadership. In <i>Public Health Leadership: Putting Principles</i></p>	<ul style="list-style-type: none"> <li>1. Discussion Questions</li> <li>2. Case Study: Tackling Childhood Obesity – Exercise #1</li> </ul>

DATE	TOPIC	REQUIRED READINGS	ASSIGNMENTS
		<i>into Practice.</i> (pp. 3-15). Gaithersburg, Maryland: Aspen Publishers.	
Feb 11	A. Building Trust and Creating Safety (9-11) B. Discussion of Leadership Ethics	Northouse, P. (2007). Chapter 14: Leadership Ethics. In P. Northouse (Ed). <i>Leadership Theory and Practice</i> , (pp. 341-370 Thousand Oaks: Sage.  Yates, A.C. (1997) Good Leaders Must First Be Good People. In: L. Orozco (Ed.), <i>Educational Leadership</i> (pp. 56-57). Bellevue: Coursewise Publishing.	1. Discussion Questions
Feb 18	A. Sharing Power & Influence B. Cross cultural leadership C. Distribute Committee Analysis format	Hoyt CL (2007) Chapter 12: Women and Leadership. In Leadership Theory and Practice Northouse P, ed. Sage: Thousand Oaks.  Northouse P (2007) Chapter 13: Culture and Leadership. In Leadership Theory and Practice Northouse P, ed. Sage: Thousand Oaks.	1. Discussion Questions
Feb 25	A. Developing People B. Mentoring as a Leadership skill	Guest: Tommy Begay Rowitz, L. (2001). Mentoring and Training in Public Health. In <i>Public Health Leadership: Putting Principles into Practice.</i> (pp. 322-341). Gaithersburg, Maryland: Aspen	1. Discussion Questions 2. Case Study: Tackling Childhood Obesity – Exercise #3

DATE	TOPIC	REQUIRED READINGS	ASSIGNMENTS
		Publishers	
<b>Mar 3</b>	A. Self Reflection B. Committee Analyses	TBA	1. Analysis of Committee Process
<b>Mar 10</b>	A. Summary and Lessons Learned (9-11) B. Topic of class choice	Rowitz, L. (2001). Leadership for the 21 <sup>st</sup> Century. In <i>Public Health Leadership: Putting Principles into Practice</i> . (pp. 391-401). Gaithersburg, Maryland: Aspen Publishers.	1. Discussion Questions

**CPH 596G: Discussion Questions**  
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**Discussion Questions for February 4**

- 1) How is leadership different than management?
- 2) Can a manager evolve into a leader? How could such an evolution be achieved?

**Discussion Questions for February 11**

- 1) Discuss your concept of ethical leadership and how it will guide your practice of the responsibilities of a public health educator.
- 2) Select one of the case studies in Northouse (pp. 359-363), and answer the associated questions.

**Discussion Questions for February 18**

- 1) Discuss how female leadership styles may differ from male leadership styles? Is this true cross-culturally?
- 2) Think about two cultures in which you have lived/worked. How were leadership styles similar and different?

**Discussion Questions for February 25**

- 1) What examples of mentoring have you experienced, either as mentee or mentor?
- 2) What are some challenges and benefits to being a mentor?

**No Discussion Questions for March 3**

**Discussion Questions for March 10**

TBD