University of Arizona
Mel & Enid Zuckerman College of Public Health
CPH 596E: Health Education/Behavioral Sciences Leadership Seminar

Spring 2016 Course Syllabus

TIME: Thursdays: 1:00 – 2:50 p.m.

LOCATION: Drachman Hall A -112

INSTRUCTOR: Sheila H. Parker, MS, MPH, DrPH
Mel and Enid Zuckerman College of Public Health
1295 N. Martin Ave., Drachman Hall, Room A-262
P.O.B. 245209
Tucson, AZ 85724
Telephone: 626-3667
Email: parkers@email.arizona.edu

OFFICE HOURS: Tuesday 11:00am - 1:00pm; Wednesday 12:00pm – 2:00pm; or by appointment

CATALOG DESCRIPTION: This course is a pre-internship seminar designed to transition Health Education/Behavioral Sciences students from the classroom to the community. It will explore leadership, ethics, and management issues relevant to the Graduate Responsibilities and Competencies for Health Educators. The course will address these issues in the general sequence of your Core Courses. A culminating experience will be the administration and evaluation of the MMPI.

COURSE DESCRIPTION: Public health leaders are needed to make the process of public health education and promotion work in supporting and initiating positive health behaviors and lifestyles. Leadership development and practice in public health education and promotion are paramount if we are to resolve the complex health challenges affecting people’s lives and communities throughout the U.S. and the world. This course is designed to investigate the role of ethical and moral 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 and the health education and promotion professions.

COURSE OBJECTIVES:
In this course, the student will accomplish the following:
1. Recognize the competencies, principles and ethics of public health education/promotion professions.
2. Examine the Health Education and Health Promotion context for leadership.
3. Investigate the practical applications of leadership theories, models and perspectives in health education/promotion.
4. Articulate the qualities, traits, and skills of effective and successful ethical leaders.
5. Determine the role of leadership in the development and the implementation of public health policy and programming.
6. Investigate past and current leaders in public health and community services who demonstrate strong leadership qualities.
7. Assess the student’s personal ethical and collaborative leadership potential and style.
**MPH COMPETENCIES ADDRESSED:**

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<tr>
<th>ASPH #</th>
<th>COMPETENCY</th>
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<tbody>
<tr>
<td>H.1.</td>
<td>Describe the attributes of leadership in public health</td>
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<td>H.2.</td>
<td>Describe alternative strategies for collaboration and partnership among organizations focused on public health goals.</td>
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<td>H.3.</td>
<td>Articulate an achievable mission, set of core values, and vision.</td>
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<td>H.4.</td>
<td>Engage in dialogue and learning from others to advance public health goals.</td>
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<td>H.5.</td>
<td>Demonstrate team building, negotiation, and conflict management skills.</td>
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<td>H.9</td>
<td>Develop strategies to motivate others for collaborative problem solving, decision-making and evaluation</td>
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**COURSE PREREQUISITES:** A bachelor’s degree and admission into the Master of Public Health degree programs of Health Behavior and Health Promotion and the Family and Child Health (unless admitted under special circumstances by the instructor).

**REQUIRED READINGS:**
- All other required readings will be posted on D2L (www.d2l.arizona.edu) for CPH 596E and listed in the schedule of this syllabus. Students are required to read these items before coming to class so that they can make informed contributions to classroom discussions and activities.

**COURSE NOTES:** It is the student’s responsibility to take class notes throughout the course. Copies of PowerPoint presentations will be posted on D2L after classes.

**COURSE FORMAT:** Each class will include an instructor/speaker presentation, class discussion, activities, and/or group work regarding the designated topic. It is important that every student read the required material and actively participate in class activities and discussions. Students are encouraged to share any additional journal or news articles related to course topics with the class. Students may bring them to class or email them to the instructor so they can be distributed to the class.

**COURSE REQUIREMENTS:**

**Group/Class Participation & Attendance:**
- Students are required to attend every class, read all class assignments, participate in class and group assignments and discussions, and to complete all written assignments.
- Please inform the instructor of any unavoidable absences prior to class that you will miss. Attendance will be taken each class period. Each unexcused absence greater than 2 will result in an “automatic” 10 point loss for each occurrence from the total points for the course.
- 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 if they do not conflict with scheduled course examinations or presentations.
Group Assignments and Process

The Leadership Panels
Each member of the class is assigned to a 4-5 member leadership panel randomly. This leadership panel assignment will be for the semester. You will find your group and its members posted on D2L.arizona.edu. Each panel member will have a role and responsibilities in the Leadership Panel's work. These roles will rotate throughout the semester. These roles and duties are:

Leader
a. Makes sure everyone understands the assignment
b. Takes over other roles if member is absent
c. Arranges "votes" for items of disagreement

Recorder
a. Records attendance for the panel
b. Records teams' work
c. Writes legibly
d. Emails results of work to absent team members

Supply Runner
a. Picks up & returns team folders in class
b. Distributes all papers to all team members
c. Writes absent members name on handouts and keeps in folder
d. Picks up team supplies as needed during the class

Reporter
a. Reports out for the team on work done during class and on D2L.
b. Time keeper
c. May take on the function of a "Detective/Devil's Advocate" during discussion

The Leadership Panels’ Purpose
The Leadership Panels’ purpose is to help each member critically review and complete group assignments, readings, and to fulfill requirements for the Leadership Challenges and Case Studies. The activities will help students analyze and synthesize the knowledge gathered from the readings and class presentations on leadership.

Course Assignments
1. Leadership Challenges and Case Studies 150 points
Periodic activities will be presented to the Leadership Panels for their examination, discussion and resolutions. There will be a series of 3 in-class Leadership Panel activities, each equaling 50 points.

a. Each Leadership Panel will study, discuss, resolve these challenges, and report to the class. Each student will write a short essay (500 – 600 words) about the process, the results of the process, and the leadership qualities and traits that were apparent during the activity. Be sure to cover the following points:
   1) What decision did the panel make regarding the challenge?
   2) Describe the group’s process.
   3) Briefly describe the qualities and traits that each panel member brought to the process.
   4) What did you learn about the process, your own leadership qualities, strengths and weaknesses?

b. The completed essays will be submitted to the D2L Dropbox for the Leadership Challenge Essays as indicated in the course schedule (January 29, March 11 and March 25).
2. **Group Presentation: When Leadership Impacts the People’s Well-Being and Quality of Life**

100 points

Each Leadership Panel will research and report on an important incident, event, program or policy that illustrates how leadership in their professional field (positive or negative) actually impacted the well-being and quality of lives for the people served. More instruction will be provided on this assignment. Due February 4, 2016.

3. **Leadership in Health Profiles**

100 points

Each leadership panel will identify one public health or community health professional in their field of study (HBHP or FCH) or in their career paths who is not a faculty member of MEZCOPH and interview that person. Students will submit a group oral and written report of that interview covering the following subjects:

a. Family and early background
b. Challenges in early life and presently that shaped their character, professionalism, and leadership style
c. Development of leadership values, principles and skills
d. Experiences that molded their professionalism and leadership
e. Commitment to ongoing learning and development for leadership success
f. Description of person’s leadership style
g. Examples of greatest challenges to his/her leadership style
h. Relationship(s) to subordinates/followers/consumers
i. Conclusions
   1) Include your assessment of this leader’s style, accomplishments, and challenges. State your criteria for your assessment.
   2) Would you want to emulate this person's leadership style? Why or why not?

The written report of the interview should be about 4 double spaced pages, not including references. Margins should be one inch and font should be Arial 12 point font. Include a page header at the top of every page. To create a page header, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left. Use APA methods for formatting, references, and citations. The Leadership Panels' reports will be presented in class and is to be submitted to the appropriate D2L Dropbox on April 21, 2016 by 11:00pm. Each leadership panel will have the opportunity to give a 15 minute presentation of their leadership profile to the class on April 28, 2016.

4. **Personal Leadership Development Plan**

100 points

Throughout the course, the student will review current leadership issues, complete assessments and analysis of his/her own leadership style and goals. At minimum, the contents of the leadership development plan will include these segments.

- Initial Assessment
- Determining Your Own Leadership Style (Includes all self assessments and summaries)
- Your Leadership Philosophy
- Lifelong Plan for Leadership Growth and Development
- Final Personal Assessment of Ethical Leadership qualities and style.
- Reflections: Summary of what is ethical leadership in Health Behavior and Health Promotion or Family and Child Health and where you are on your leadership path.
  (This section will be at least 2-4 pages double spaced. Margins should be one inch and font should be Arial 12 point font. Use APA methods for formatting, references, and citations.)

The student may also record personal observations, thoughts and experiences that impact on his/her leadership development. The final personal leadership development plan will be submitted to the instructor in class April 28, 2015.
GRADING/STUDENT EVALUATION:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Leadership Challenge Essays</td>
<td>150</td>
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<tr>
<td>3 x 50 points</td>
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<tr>
<td>Leadership in Health Profiles</td>
<td>100</td>
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<tr>
<td>Personal Leadership Development Plan</td>
<td>100</td>
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</tbody>
</table>

Total Possible Points 450

Grading Scale:
- A = 450 – 414 (100 – 92%)
- B = 413 – 360 (91% - 80%)
- C = 359 – 315 (79% - 70%)
- Failure ≤ 314 (<69%)

POLICY FOR SUBMITTING LATE WORK: Late submissions for the Leadership Panel essays will not be accepted. For all other assignments, points will be subtracted from scores of assignments turned in late unless prior instructor approval has been granted. There will be a loss of 10% of the grade per each day that the work is late, with a maximum of 4 late days. After four days the assignment will not be accepted student will receive a zero (0) for the assignment.

DISABILITY ACCOMMODATION: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations as early as possible. The official policy can be found at: http://catalog.arizona.edu/2015-16/policies/disability.htm

ACADEMIC INTEGRITY: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity. Cheating and plagiarism are not tolerated in this course. Such behavior will negatively impact your grade and/or your enrollment in the course.

Plagiarism: What counts as plagiarism? Here are some examples.
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
- Submitting any work that is not your own as though it is yours.
CLASSROOM BEHAVIOR: The student's behavior and conduct is expected to be cordial and respectful. The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: http://policy.arizona.edu/disruptive-behavior-instructional and the Policy on Threatening Behavior by Students found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting. Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting.

Instructional Rules and Decorum:
• All cell phones/communication devices must be turned off or set to vibrate during class. Only emergency phone calls should be answered during class and should be answered in the hallway.
• Students who are disrespectful to the instructor, to each other, or to visiting lecturers will be asked to leave the classroom.
• The use of laptops and other electronic devices is not permitted in class, unless special permission is given by the instructor for a specific class project. Students violating this rule will be penalized. Students found checking email, working on non-class related material, and/or searching the web may be asked to leave the class.
• Additionally, behavior such as refusing to be seated, talking during lectures, sleeping, eating, newspaper reading, working on assignments for other courses, and entering the classroom late or leaving early without authorization may be deemed disruptive by the instructor and/or teaching assistants and the student will be asked to leave the class.
• If you are asked to leave the class, you will be recorded as absent from the class. Leaving the class early without permission will be recorded as an unexcused absence.

GRIEVANCE POLICY: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student’s graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy: If the student disagrees with a grade, the student may submit the complaint in writing with supporting evidence to the professor. Upon receiving a response from the instructor, the student may decide to accept the professor’s decision or may move forward with the grade appeal process. http://catalog.arizona.edu/2014-15/policies/gradappeal.htm

UA Smoking and Tobacco Policy: The University’s "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf

Syllabus Changes: Information contained in the course syllabus, other than the University of Arizona policies and attendance policy, may be subject to change with reasonable advanced notice, as deemed appropriate. All changes and updates will be posted on the D2L. It is the student’s responsibility to check the D2L postings at least weekly before class.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS AND ASSIGNMENTS</th>
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<tr>
<td></td>
<td>• Why Leadership?</td>
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<td>Jan 21</td>
<td>• Public Health Leadership Principles</td>
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<td>• Our Leadership Context in Health Promotion</td>
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<td>• Leadership in Health Education and Promotion</td>
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<td></td>
<td>• Defining Ethical Leadership</td>
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<td>The Leader’s Light or Shadow</td>
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<td></td>
<td>• Leadership Challenge Practice</td>
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<td>• Shaping an Ethical Context for Leadership</td>
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<td></td>
<td>• Ethical Standards and Strategies</td>
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<td></td>
<td>Leadership Challenge Practice</td>
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<td>Feb 4</td>
<td>Leadership Panel Assignment: Leadership Impacting People’s Well-being and Quality of Lives</td>
<td>Assignment: Group reports and presentations are due today (Presentations for today and submission of written reports are submitted to the appropriate D2L dropbox today, by 11:00pm.)</td>
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<td>Feb 11</td>
<td>• Decision Making and Leadership Theories</td>
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<td></td>
<td>• Shaping an Ethical Context for Leadership</td>
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<tr>
<td></td>
<td>• Ethical Standards and Strategies</td>
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<td></td>
<td>Leadership Challenge 1</td>
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<tr>
<td>Feb 18, 25</td>
<td>• Strength Finders 2.0 Workshops</td>
<td>• Rath, T. 2007. StrengthFinders 2.0</td>
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<td></td>
<td>• Read the sections of the book that apply to your strengths before class.</td>
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<td>Mar. 3, 10</td>
<td>“Invictus”</td>
<td>• Mandela: His 8 Lessons on Leadership</td>
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<td>Leadership Challenge 2</td>
<td>• Assignment: Leadership Challenge 2 is due Friday, March 11, 2016 at 11:00pm</td>
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<td>Mar 17</td>
<td>Spring Break</td>
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<td>Mar 24</td>
<td>Collaborative Leadership in Public Health</td>
<td>Turning Point Modules:</td>
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<td></td>
<td>• Assessing the environment</td>
<td>• Assessing the environment for collaboration</td>
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<td></td>
<td>• Creating Clarity</td>
<td>• Creating clarity</td>
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<tr>
<td></td>
<td>• Leadership Challenge 3</td>
<td>• Assignment: Leadership Challenge 3 is due; submit to the D2L dropbox by Friday, March 25, 2016 by 11:00pm</td>
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<tr>
<td>March 31</td>
<td>Collaborative Leadership in Public Health</td>
<td>Turning Point Modules:</td>
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<td></td>
<td>• Building Trust</td>
<td>• Building Trust</td>
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<td>• Sharing Power</td>
<td>• Sharing Power and Influence</td>
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<td>• Developing People</td>
<td>• Developing People</td>
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<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS AND ASSIGNMENTS</td>
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<tr>
<td>Apr 7</td>
<td>Guest Speaker</td>
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<td>Apr 14</td>
<td>Guest Speaker</td>
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<tr>
<td>Apr 21</td>
<td>Guest Speaker or Field Trip to Pima County Health Department</td>
<td>Leadership Profiles are due, submitted to the D2L dropbox by 11:00pm tonight</td>
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</tbody>
</table>
| Apr 28 | • Leadership Profiles Presentations  
          • Personal Leadership Development Plans Submitted | Personal Leadership Development Plans submitted to the D2L dropbox by 11:00pm tonight |
SYLLABUS ACCEPTANCE CONTRACT
FOR
CPH 596E

By signing my name below, I acknowledge receipt of the course syllabus for CPH 596E, Health Education/Behavioral Sciences Leadership Seminar, Spring 2016.

I have read the syllabus and I agree to abide by it.

I understand the syllabus and I have had the opportunity to ask questions and have them Answered, related to the syllabus.

I understand that my professor is a course and professional resource, so I agree that the first step to addressing any course questions or comments is to contact her by e-mail or to meet with her during scheduled office hours.

I am committed to adhering to all policies contained in the syllabus and I understand the consequences of not doing so.

Print Name ____________________________________
Signature _____________________________________
Date __________________________________________