University of Arizona  
Mel & Enid Zuckerman College of Public Health

CPH 596E -- Health Education/Behavioral Sciences Leadership Seminar  
Spring 2013 Course Syllabus

TIME:     Mondays: 9:00 – 10:50 a.m.

LOCATION: Drachman Hall A -112

INSTRUCTOR: Sheila H. Parker, MS, 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  
or parkers@d2l.arizona.edu

OFFICE HOURS: Tuesday and Thursday  11:00 a.m.- 1:00pm 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 work successfully. Leadership development and new models of leadership in public health education and promotion are paramount if we are to 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 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.

COURSE OBJECTIVES:  
In this course, the student will accomplish the following:

1. Recognize the competencies, principles and ethics of public health professions.
2. Examine the practical applications of leadership theories, models and principles.
3. Articulate the qualities, traits and skills of an effective and successful ethical leader.
4. Investigate past and current leaders in public health and community services who demonstrate strong leadership qualities.
5. Assess the student’s personal leadership potential and style.
6. Recognize the value of collaborative leadership in health promotion.
MPH COMPETENCIES ADDRESSED:

<table>
<thead>
<tr>
<th>ASPH #</th>
<th>COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.1.</td>
<td>Describe the attributes of leadership in public health</td>
</tr>
<tr>
<td>H.2.</td>
<td>Describe alternative strategies for collaboration and partnership among organizations focused on public health goals.</td>
</tr>
<tr>
<td>H.3.</td>
<td>Articulate an achievable mission, set of core values, and vision.</td>
</tr>
<tr>
<td>H.4.</td>
<td>Engage in dialogue and learning from others to advance public health goals.</td>
</tr>
<tr>
<td>H.5.</td>
<td>Demonstrate team building, negotiation, and conflict management skills.</td>
</tr>
<tr>
<td>H.9</td>
<td>Develop strategies to motivate others for collaborative problem solving, decision-making and evaluation</td>
</tr>
</tbody>
</table>

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: Johnson, C. E. (2012). *Meeting the Ethical Challenges of Leadership: Casting Light or Shadow* (4th ed.). Thousand Oaks, CA: Sage. All other required readings will be posted on D2L (www.d2l.arizona.edu) and listed in the schedule of this syllabus.

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 and/or group work regarding the designated topic. It is important the 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 that they can be distributed to the class.

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 advance 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.

COURSE REQUIREMENTS:

Group/Class Participation & Attendance:

a. 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.

b. Please inform the instructor of any unavoidable absences prior to class. Attendance will be taken each class period. Unexcused absences greater than 2 will result in an “automatic” 10 point loss from the total points for the course for each occurrence.

c. 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.
Group Assignments and Process

The Leadership Panels Defined
Each member of the class is assigned randomly to a 4-5 member leadership panel. This group assignment will be for the semester. You will find your panel assignment posted on D2L.arizona.edu. Each panel member will have a role in the work of their Leadership Panel. 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 as “A” for absent or “P” for present
b. Writes legibly keeping appropriate notes for discussions
c. 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. "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 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.

Leadership Challenges and Case Studies 200 points
Periodic activities will be presented to the Leadership Panels for their examination, discussion and resolutions. There will be a series of 4 in-class Leadership Panel activities.
1. Each Leadership Panel will study, discuss, resolve these challenges, and report to the class.
2. Each student will write a short essay (500 – 600 words) about the process and the leadership qualities and traits that were apparent during the activity. Each essay counts for 50 points. Be sure to cover the following
points:
   a. Describe the group’s process
   b. Describe the qualities and traits that each panel member brought to
      the process
   c. What did you learn about the process, your own leadership
      qualities, strengths and weaknesses?
3. The completed essays will be submitted to the D2L Dropbox for the Leadership
   Challenge Essays on the following dates: 2/18, 2/25, 3/4, 3/18 (by midnight).
4. These essays will also be included in your Leadership Journals.

• Leadership in Health Profiles  100 points
   Each student will identify one public health or community health professional in their field of study
   (HBHP or FCH) who is not a faculty member of MEZCOPH and interview that person. Students
   will submit a 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
      h. Relationship to subordinates
      i. Conclusions
         1) Assess leader’s style, accomplishments, and challenges. State your
            criteria for your assessment and conclusions.
         2) Would you want to emulate this person’s leadership style? Why or why
            not?
   The written report of the interview should be 6 - 8 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
   references and citations. Your report will be presented in class and is to be submitted to the D2L
   Dropbox on April 1, by midnight. Each student will have the opportunity to briefly share their
   leadership profile with the class. Presently the dates are TBA.

• Leadership Journal  200 points
   Throughout the course, the student will complete an assessment and analysis of his/her own leadership
   style and goals. At minimum, the contents of the journal will include these segments.
      1. Initial Assessment
      2. Critique of Leadership Styles ( Based on each leadership style presented in this course)
      3. Determining Your Own Leadership Style (Include self assessments and summaries)
      4. Your Leadership Philosophy
      5. Lifelong Plan for Leadership Growth and Development
      6. Final Personal Assessment of Ethical Leadership qualities and style.
      7. Reflections : Summary of what is ethical leadership in Health Behavior and Health
         Promotion or Family and Child Health and where you are on the leadership path.
         (This section will be at least 6-8 pages double space. Margins should be one inch
         and font should be Arial 12 point font. Use APA methods for references and
         citations.
   The student may also record personal observations, thoughts and experiences that impact on his/her
   leadership development . The final journal will be submitted to the instructor in class April 29, 2013.
GRADING/STUDENT EVALUATION:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership in Health Profiles</td>
<td>100</td>
<td>4/1</td>
</tr>
<tr>
<td>Leadership Challenge Essays</td>
<td>200</td>
<td>2/18, 2/25, 3/4, 3/18, (by midnight)</td>
</tr>
<tr>
<td>Leadership Journal</td>
<td>200</td>
<td>4/29</td>
</tr>
<tr>
<td>Total Possible Points for entire</td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale:
A = 500 – 473 (100 – 95%)
B = 472 – 423 (94% - 85%)
C = 422– 375 (84% - 75%)
D = 372– 325 (74% - 65%)
E < 324

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 5% 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.

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/2012-13/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://deanofstudents.arizona.edu/disruptiveandthreateningstudents. Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting.

**Instructional Rules And Decorum:**

- Cell phones 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, teacher’s assistants, 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, 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.
- During examinations, students will remain in their seats until they have completed their exams. If the student leaves the room during an exam he/she must turn in the exam as finished before leaving the room. The student will not be permitted to complete the exam upon returning to the classroom. Cheating is not permitted.

**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/2012-13/policies/gradappeal.htm](http://catalog.arizona.edu/2012-13/policies/gradappeal.htm)

**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 596E TENTATIVE CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS AND ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21</td>
<td>Martin Luther King Holiday</td>
<td></td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Showcase: Invictus</td>
<td>Mandela: His 8 Lessons on Leadership</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Ethical Standards and Strategies, Decision Making and Leadership Theories</td>
<td>• Johnson, CE.: “Ethical Standards and Strategies,” pp. 151-269.&lt;br&gt;• Assignment: Leadership Challenge is due today by midnight</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>• Shaping an Ethical Context for Leadership&lt;br&gt;• Collaborative Leadership in Public Health</td>
<td>• Johnson, CE.: “Ethical Standards and Strategies,” pp. 271 - 447.&lt;br&gt;Assignment: Leadership Challenge is due today by midnight</td>
</tr>
<tr>
<td>Mar. 4</td>
<td>Collaborative Leadership in Public Health&lt;br&gt;• Assessing the environment&lt;br&gt;• Creating Clarity&lt;br&gt;• Building Trust</td>
<td>Turning Point Modules:&lt;br&gt;• Assessing the environment for collaboration&lt;br&gt;• Creating clarity: visioning and mobilizing&lt;br&gt;• Building Trust&lt;br&gt;Assignment: Leadership Challenge is due today by midnight</td>
</tr>
<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS AND ASSIGNMENTS</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Mar. 11</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Mar. 18</td>
<td>Collaborative Leadership in Public Health</td>
<td>Turning Point Modules:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sharing Power and Influence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Developing People</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Leadership Challenge is due today by midnight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cook Children’s Health Center:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uniting a divided executive team results in #1 ranking in employee satisfaction. VitalSmarts Industry Watch. 1-2</td>
</tr>
<tr>
<td>Apr. 1</td>
<td>Guest Speaker</td>
<td>Assignment: Submit the Leadership Profile to the Dropbox today by midnight</td>
</tr>
<tr>
<td>Apr. 8</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Apr. 15</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>Apr. 22</td>
<td>Field Trip: Pima County Health Department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Francisco Garcia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Apr. 29</td>
<td>Reflections</td>
<td>Assignment: Leadership Journals are due and will be submitted in class</td>
</tr>
<tr>
<td>May 9</td>
<td>Final Exam Day</td>
<td>Leadership Journals will be available for students to pick up</td>
</tr>
<tr>
<td></td>
<td>10:30 – 12:30</td>
<td></td>
</tr>
</tbody>
</table>
SYLLABUS ACCEPTANCE CONTRACT

By signing my name below, I acknowledge receipt of the course syllabus for CPH 596E, Health Education/Behavioral Sciences Leadership Seminar Spring 2013. 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 ______________________________________________