

SYLLABUS FOR ENVH426/526: Leadership in Public Health (FALL 2022)¹

Time: Mondays, 5-6 PM in person in HRC 135

Number of credits: 1 (Credit/No Credit)

Course website: <https://canvas.uw.edu/courses/1580141>

<p>Instructor of record: Hilary Godwin hgodwin@uw.edu mobile: (206) 794-4892</p> <p>Office hours: 11:30 a.m. - 12:30 p.m. PDT on Fridays by Zoom 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 426/526) is 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 FORMAT

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

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 8 sessions per quarter either in person or 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 5 out of the 6 prompts during the quarter, with each response counting as 8% of the total grade for the course. If students respond to more than five prompts, then the lowest grades will be dropped.

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. Grade is based on submitting complete peer evaluations, not on the scores an individual received in the evaluations from their peers.

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 sessions (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.

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.
- 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.

COVID PROTOCOLS AND SAFETY

All UW students are expected to follow [state](#), [local](#), and [UW COVID-19 policies and recommendations](#). Please be extra conscientious about masking during the first few weeks of the quarter, because we will have a lot of members of the community traveling and can reasonably expect to see a surge in COVID cases. If you feel ill or exhibit possible COVID symptoms, you should not come to class in person. If you need to temporarily quarantine or isolate per CDC guidance and/or [campus policy](#), you are responsible for notifying us (your instructors) as soon as possible by email and we will send you a Zoom link so that you can participate in class remotely if you are feeling well enough to do so. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing covidehc@uw.edu or calling 206-616-3344.**

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

COURSE OBJECTIVES

At the end of the course in the Autumn, 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.

DETAILED SCHEDULE FOR FALL QUARTER 2022

Week 1 (October 3-7):

- In class on 10/3:
 - Introduction to DACS, inclusive leadership and “The Circle Way”
 - Introductions to each other: Name, pronouns, what do you hope to give/get out of DACS?
- Assignments to complete by the end of this week (midnight on 10/7):
 - Read [“Of Warrior Chiefs and Indian Princesses: The Psychological Consequences of American Indian Mascots” by Fryberg et al, Basic and Applied Social Psychology, 30:208-218, 2008.](#)
 - **Post on Canvas your response to Prompt #1** [Due: Friday, October 7th at 11:59PM]
 - Please respond to one or both of the following questions:
 - Was there anything in this article that surprised you? If so, what and why?
 - Was there anything that was not included in this study that you wished that the authors of this article had addressed?

Week 2 (October 10-14):

- In class on 10/10 (Indigenous People’s Day):
 - Meet at theatre (location TBD) to watch [Imagining the Indian](#) together (5-8 pm)
- Assignments to complete by the end of this week (midnight on 10/14):
 - Read Yosso’s article *Community Cultural Wealth* (link to pdf will be posted on Canvas)
 - **Post on Canvas your response to Prompt #2** [Due: Friday, October 14th at 11:59PM]
 - *How does Yosso’s framework inform expectations for yourself and others in class?*

Week 3 (October 17-21):

- In class on 10/17:
 - Somatic breathing exercise
 - Learning Dialog: Reflections on Yosso’s Community Cultural Wealth
 - In Triads (see CANVAS page for more information about this) share with each other
 - About a time when you had an experience in a classroom that you felt exemplified Yosso’s framework in a positive way.
 - Share back with the larger group: What are the connections you made in your triad? Were there any common themes between the stories shared in your triad?
- **Monday 10/17, 6-7 pm: Optional Dinner & Meeting with DACS Members from Last Year and Hearing About Possible Group Projects**
- Assignments to complete by the end of this week (midnight on 10/21):
 - Complete on your own:

- Online [Personal Values Assessment](#) (available for free from the Barrett Values Centre).
- When you receive the resulting report by email, complete Exercises 1 (choose top 3 values and reflect on them) & 2 (reflection on areas you want to strengthen or develop).
- [Canvas Discussion Prompt #3](#) [Due by Oct 21st at 11:59PM]
 - *What values did you end up selecting for your top 3 values?*
 - *What 3 values reflect areas where you would like to strengthen or develop in the future?*
 - *Is there any overlap between these two groups? How do they differ?*

Week 4 (October 24-28):

- *In class on 10/24:*
 - Discussion topic in groups of 2 (dyad) or 3 (triad) (20 mins): personal values
 - What has informed your values?
 - What experiences have challenged or changed your values, and what was it like to notice your values change?
 - Selection of Groups (30 mins) – finalize groups and work on group resume and group contract
- *Assignments to complete by the end of this week (midnight on 10/28):*
 - Review the [SPH Student Concerns Policy](#)
 - **Canvas Discussion Prompt #4** [Due Oct. 28th at 11:59PM]
 - *Is there anything about the process for students submitting concerns and how we respond to those concerns that does not make sense to you or that you would recommend changing?*

Week 5 (October 31 – November 4):

- *In class on 10/31 (Hilary OOO due to BODC retreat)*
 - Somatic breathing exercise
 - Large Group Discussion: SPH Student Concern Policy
 - Intro to [SPH Student Concern Policy](#) (Juanita Ricks)
 - Overview of concerns submitted last year (Juanita Ricks)
 - Discussion prompt:
 - Are there changes that you think should be made to the policy?
 - Are there new concerns you are hearing about that you want us to be aware of?
- *Assignments to complete by the end of this week (midnight on 11/4):*
 - Please complete mid quarter evaluation online (link will be posted on course website closer to the date)
 - Submit [Group 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)

- 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 board, but that person should be sure to list the names of all group members)

Week 6 (November 7-11):

- **In class on 11/7 (note: both Hilary and Juanita are OOO on 11/7 due to APHA – class will be 100% by Zoom/no in person component)**
 - Discussion topic: Self-care
 - Guest Speaker: Victoria Gardner, Assistant Dean for Equity, Diversity and Inclusion in SPH
- **Assignments to complete by the end of this week (midnight on 11/11):**
 - Complete Free 16 Personalities Assessment on your own:
<https://www.16personalities.com/free-personality-test>
 - Click "save" to send yourself a copy by email
 - Review your results
 - **Canvas Discussion Prompt #5** [Due Nov. 11th at 11:59PM]
 - *According to the personality assessment, what personality type are you?*
 - *Reading over your "results", what do you think this type of oversimplified personality assessment missed about you?*
 - OPTIONAL- read one or both of the following articles:
 - <https://www.16personalities.com/articles/how-to-create-a-better-team-using-personality-trait>
 - <https://www.16personalities.com/articles/personality-types-and-leadership-styles>

Week 7 (November 14-18):

- **In class on 11/14:**
 - Somatic breathing exercise
 - Discussion topic: Reflections on personality type assessment
 - Discuss in breakout groups:
 - What's one thing about you and how you work with other people that you think it would be helpful for your team members to know?
 - Large group discussion: Sharing what you learned from the other people in your group
- **Monday 11/14, 6-7 pm: Optional Dinner & Time to Work on Group Presentations for 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 21-25):

- In class on 11/21:
 - 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;
 - 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 28 - December 2):

- In class on 11/28:
 - Academic Budgets 101 and SPH Budget Proposal to Provost's Office
 - Guest Speaker: Uli Haller, Assistant Dean for Finance & Administration in SPH
- Assignments to complete by the end of this week (midnight on 12/2):
 - One-page Summary of Group Project [Due on Canvas Dec. 2nd at 11:59PM]
 - Reading from Don Miguel Ruiz's The Four Agreements, Chapter 3 ("Don't Take Anything Personally")
 - You should be able to access the reading through this link (also above): <https://archive.org/details/fouragreementsp00ruiz> (Links to an external site.)
 - You will need to sign up for a "virtual library card" using your UW email address and then they will let you "check out" an electronic copy for free for an hour at a time.
 - Canvas Discussion Prompt # 6 [Due Dec. 2nd at 11:59PM]
 - *"Don't Take Anything Personally." How does this agreement relate to the concept of Spheres of Control? How does it relate to the concepts of Self-Care that we discussed earlier in the course?*

Week 10 (December 5-9):

- In class on 12/5:
 - One-word check-in
 - Discussion topic: sharing your values with others
 - Discuss in small groups:
 - Reflecting on the course, this week's reading and our prior discussions, what does it look like to share your values and intentions with other people and how do you know you're sharing your values?
 - What does it look and feel like when someone else does not share their values and intentions with you and what do you do when this happens?
 - Large Group Discussion: Report out from breakout groups

- **Date and Time TBD: Dean and DACS host study break for SPH students (includes lunch)**
- Assignments to complete by the end of this week (midnight on 12/9):
 - [Peer evaluations](#) [Due on Canvas Dec. 9th at 11:59PM]
 - [Grad Students: Synthesis & Reflections](#) [Due on Canvas Dec. 9th at 11:59PM]
 - [Undergrad Students: Review & Connections](#) [Due on Canvas Dec. 9th 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!