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SYLLABUS FOR ENVH 426/526 LEADERSHIP IN PUBLIC HEALTH

Autumn 2024

CONTACT INFORMATION

Instructor: Hilary Godwin (*she/her*), Dean of the UW School of Public Health and Professor of Environmental and Occupational Health Sciences

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Office hours: Mondays, 3:30-4:30 pm PDT either in HRC 250 or at <https://zoom.us/j/9056654846> or by appointment (to make an appointment, please contact JeShawna Schmidt at jacs1007@uw.edu)

Facilitator: Juanita Ricks (*she/her*), Assistant Dean for Students

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Office hours: Fridays, noon- 1 pm PDT at <https://washington.zoom.us/my/juanitaricks> or by appointment (to make an appointment. Please contact Kara Leon at karaj13@uw.edu)

Course times and locations

Discussion: 5-6 pm on Mondays in HSEB 245

Course website:

<https://canvas.uw.edu/courses/1747718>

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. Follow the [COVID-19 Public Health Flowchart](#) if you have COVID-19 symptoms, exposure or test positive, and adhere to the [UW Face Covering Policy](#).

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.

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.

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.

COUNCIL ON EDUCATION FOR PUBLIC HEALTH (CEPH) COMPETENCIES

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.

REQUIRED TEXTBOOKS & READINGS

Recommended, optional, or supplementary 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.

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 engagement points (worth 10% of the grade):

- Individual responses to pre-reads and prompts before class (worth 20% of total grade)
- Team Project (worth 40% of grade)
- Peer-Evaluation (worth 10% of grade)
- Individual Review & Connections or Synthesis & Reflection (worth 20% of total grade)

Respond to prompts about required readings (20%). Required readings (typically a short piece 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 5% of the total grade for the course.

Group Activity (40%). Students will work in teams to complete group projects, which can either be focused on (A) assessing a need or problem or (B) designing and implementing a solution to a problem/addressing a need identified by a prior DACS group assessment.

Examples of team projects include:

- Assessment: Working with UW Food Pantry staff to assess demographics and needs of food pantry users at UW. (Note: survey has already been developed by prior DACS group.)
- Implementation: Develop & deploy strategy for communicating existing mental health resources to students. (Note: list of resources has already been compiled by a prior DACS group.)

In the fall quarter, each team will need to submit four different deliverables:

- Team Resume (5% of grade)
- Team Contract (5% of Grade)
- Team Presentation (each team member is expected to participate in preparation and delivery via Zoom during the class session on 11/25) (15% of grade)
- Project Plan/Proposed Timeline (15% of grade)

Team deliverables are submitted as a team via Canvas and only need to be uploaded by one team member.

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%).

For ENVH 426/undergraduate 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.

For ENVH 526/graduate 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.

Engagement (10%). Students are expected to attend at least 8 of the 10 sessions in person and to participate actively in discussions. Please try not to miss class sessions set aside for teamwork or presentations and notify your teammates in advance if you cannot be present. To get participation credit for attending a class session, you are expected to 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. Students without DRS accommodations re: course modality may only receive credit for participation by Zoom if the session is marked “Zoom only” or they receive prior approval from the instructor. Students with approval from the instructors to participate by Zoom are expected to have their video on for most 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.

COURSE SESSION SCHEDULE

Include dates of class meetings and corresponding topics, preparatory work, instructor (if multiple for class), due dates, etc.

Autumn 2024				
	Class Session	Topic in Class	Assignment Due Date	Assignment Topic
Week 1	30-Sep	Welcome. Introduction to team projects.	4-Oct	Individual: Personal value assessment
Week 2	7-Oct	Personal values discussion	11-Oct	Individual: Preferences for team project
Week 3	14-Oct	Announcement of teams; Team-building exercise (Dinner from 6-7)	18-Oct	Individual: Conflict style assessment
Week 4	21-Oct	Conflict styles discussion	25-Oct	Individual: Dignity reflection
Week 5	28-Oct	100% Zoom (APHA): Dignity discussion	1-Nov	None
Week 6	4-Nov	Introduction to project planning and management (Dinner from 6-7)	8-Nov	Team: Resume
Week 7	11-Nov	University Holiday	15-Nov	None
Week 8	18-Nov	Teamwork: Preparation for presentations	22-Nov	Team: Contract
Week 9	25-Nov	100% Zoom: Presentations on project plan for winter and spring	29-Nov	Team: Presentation; project plan & timeline
Week 10	2-Dec	Personal wellness (Dinner from 6-7)	6-Dec	Individual: End of quarter reflection; peer evaluations

SUPPLEMENTARY COURSE MATERIALS

Communication and Writing Skills

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal to help you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, a list of resources at the UW and others accessible online can be found on the SPH website [here](#).

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.

- 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).
- 3) Provide a written statement at the end of any assignment in which AI was used that includes the following:
 - A description of how you used generative AI in the assignment or project.
 - A description of how you verified outputs were correct or true.
 - A reflection on how using generative AI tools befitted you or potentially harmed the learning goals of the assignment.
 - 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.

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.

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 \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](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/).

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:

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.
- 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:

- 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
 - 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](#).