



Syllabus

Course 781: Community Engagement & Leadership in Health
Spring 2020
3 Credits | Residential

Course Description

Through the **Community Engagement & Leadership in Health** course students will gain a basic understanding of how to be leaders in applying principles of community engagement in public health programs and organizational settings. With the course's design grounded in public health practice, you will complete the course with the skills necessary to dynamically engage different stakeholder sectors, lead the collaborative design of strategic plans, promote multi-level cohesion, and communicate to different audiences. Students in this course will also discuss and practice skills for building effective teams and accomplishing individual and group objectives through teamwork.

Prerequisites

PUBH791 or equivalent

Instructor

Lori Carter-Edwards, PhD, MPH
Associate Professor
Public Health Leadership Program
4203 McGavran-Greenberg
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Office Hours

Students or groups may request an appointment by email. Virtual office hours may be conducted via phone or Zoom. Students may also request to meet on Thursdays between in-class activity periods.

Course Website

Sakai at <https://sakai.unc.edu/portal>. Use your ONYEN and password to login; site: PUBH781.001.SP20.

Class Days, Times, Location

Tuesdays and Thursdays, 8:00-9:15 am, Room 2304 McGavran-Greenberg Hall

Course Overview and Objectives

With the growing emphasis on coordinated care, transformation of systems, and policy development to promote equity and improved public health outcomes, leadership competencies will be increasingly important in collaborations and community engagement. Through this course, students will gain a basic understanding of how to be leaders in applying principles of community engagement in public health programs and organizational settings. With the course's design grounded in public health practice, you will complete the course with

the skills necessary to dynamically engage different stakeholder sectors, lead the collaborative design of strategic plans, promote multi-level cohesion, and communicate to different audiences. Given the importance of community engagement in public health leadership being interdisciplinary, students in this course will also discuss and practice skills for building effective teams and accomplishing individual and group objectives through teamwork.

Community engaged leadership is an approach in which public health professionals:

- Use principles of community engagement as the framework for establishing partnerships.
- Use principles of a core leadership theory to diagnose the landscape for community engagement.
- Identify key stakeholders and decision-making power structures.
- Develop stakeholder strategies to collaboratively identify the public health issue and priorities.
- Develop a strategic plan for addressing the core public health priorities across stakeholder sectors.
- Establish a sustainable plan for communicating the strategic plan to different audiences.

The objectives of the course are to:

- Understand the principles of community engagement.
- Define the qualities of an effective community engaged leader in health.
- Develop an understanding of the processes involved in stakeholder engagement in leadership decision-making.
- Apply skills for effectively engaging different stakeholder groups.
- Apply tools and techniques for collaboratively developing multi-level strategic public health promotion plans.
- Demonstrate techniques for promoting team development and diagnosing and responding to conflict.

Course Format/Sessions

This course consists of contact hours via in-class presentations and discussions, required narrated online tutorials posted on the class Sakai site, as well as through assigned readings, assigned team projects, and team presentations. Students will be assigned to a project team for the duration of the course. Teams will be formulated as best as possible to reflect the diversity across the class.

The course is composed of weekly modules. The content of each module is presented through online presentations/lectures, assigned readings, and individual or team assignments. Required reading and written assignments reinforce and expand the presentations/lectures, online tutorials, and discussions. Written assignments and project work products – individual and team assignments – are submitted for grading.

Specific details of the course format are as follows:

Readings: Required and supplemental readings are assigned for this course. Complete the required readings for each lesson first before proceeding to tutorials and activities. Reading materials are found in required textbooks or are available online in each lesson. It is recommended you work with your team to collectively summarize the reading assignments. Doing so builds efficiency and cohesion in understanding the concepts.

Tutorials: Some lessons may include an audio or video tutorial – a pre-recorded, online lecture accompanied by slides. Tutorials highlight information and concepts presented in greater depth in readings and throughout each lesson.

Short Videos: Throughout the course the instructor may post short videos to supplement any key points, as needed.

Group Team Assignments: This component is designed to help you reinforce and apply concepts presented in the lesson. In general, these assignments are 2-3-page papers describing an element of engagement with an organization or agency seeking to improve public health. These papers will be prepared and submitted as a team. Requirements will vary from week to week so be sure to read each assignment's instructions thoroughly. You will have time in-class each week to work on your weekly team assignments.

In-Class Team Meetings with Instructor: Each team will have the opportunity to meet with the instructor during scheduled times during class on in-class activity days in order to receive guidance and feedback on the team's approaches/strategies. These meetings will also serve to determine team progress and participation.

In-Class Discussions: In-class discussions bring you into contact with your classmates as you share ideas, opinions, and experiences relating to key concepts presented in the course. These discussions also give the instructor a chance to review questions and comments you may exchange about your individual community engaged leadership topic, as well as help determine level of team participation

Stakeholder Role Play: You will collaborate with another team in the class to gain skills in viewing a health priority both *from the lens/context of a community stakeholder* when working with another team, as well as the lens of a leader in public health when working with your own team. In your role as a *community stakeholder*, you will select a community stakeholder role (*i.e., patient, community advocate/champion, community organization director, faith leader, business owner, or local elected official, etc.*), identify key priorities of a person in that role, then collaborate with another team in the course, where you will role play, sharing your perspectives as a community stakeholder. The roles will also switch, where the other team's members will role play as community members for your team's project. This activity is designed to help shape the other team's reflection and communication skills, and the development of their engagement and implementation plan, and give *you and your team* skills to heighten

contextual awareness and reduce implicit bias by viewing health issues from a community member's perspective.

Individual Assignments: There will be a three-part individual assignment series to complete throughout the course, where you will: a) assess your leadership traits; b) identify principles of community engagement that reflect your leadership priorities, critically assessing how you would interact with others in your organization and community who may have different leadership styles; and c) devise a leadership strategic action plan, using feedback from an interview with someone external to the course, to address a key priority for engagement based on your team's health topic. In **Part I**, you will think about your role as a leader in public health, your personal expectations, and expectations of others who can complement your role as a leader. In **Part II**, you will examine the principles of community engagement and identify and critically describe 2-3 principles that you value most and how they apply to your leadership style. In **Part III**, you will identify a priority or gap that should be address in the health topic selected by your team for your engagement and implementation plan, gather feedback by interviewing a stakeholder external to the course, and outline a leadership strategic plan using the stakeholder's input.

Public Health Implementation Plan: This is a culmination of the tasks you will complete in team assignments for developing a community engaged, implementation plan around your team's selected health topic. You will rely on the principles of community engagement and adaptive leadership to develop your strategic plan. As your team develops your plan throughout the course, you will be prompted to consider the numerous facets of community engagement and leadership development. The goal of this exercise is to provide you with the necessary skills to incorporate the time necessary to identify, engage, and develop a diverse set of stakeholders that includes community partners as decision-makers, and lead the collaborative creation of a thoughtful, feasible, cost-effective strategic public health plan, both for this class and in the future.

Course Participation and Peer Evaluation: The purpose of the peer evaluation is to evaluate each of your team members on their participation as a team member in completing team assignments. This electronic peer evaluation is completed once at the end of the course. In the peer evaluation, you will be asked to rate individual team members on each of the following five statements using a 5-point Likert scale (5=strongly agree; 4=agree; 3=somewhat agree; 2=disagree; and 1=strongly disagree):

- ❖ This team member actively participated in team assignments;
- ❖ This team member accomplished tasks on time;
- ❖ This team member's work reflected an acceptable level of thought and effort;
- ❖ This team member functioned as a valuable member of the team by supporting the efforts of fellow team members;
- ❖ This team member would make an excellent project manager for this team.

In addition to the five statements, the peer evaluation has an optional open-ended question in which you can write specific comments (no longer than 1-2 sentences) on the participation of each of your team members or to provide any specific information to the instructor. Comments

will not be shared. The peer evaluation will be conducted in the middle and at the end of the course.

Course-at-a-Glance

The course at-a-glance provides a schedule for each week's topic, competency, speaker, in-class activity, and assignments that are due. The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible. For details, please see the course at-a-glance table at the end of the syllabus.

Competencies

You will develop the following public health competencies in this course. See the Appendix for additional details.

PHLP 3: Facilitate inclusive engagement and collaborative decision-making across professions and with diverse stakeholders to lead in public health practice.

Course Assignments and Assessments

This course will include graded assignments. For assignment descriptions and assignment grading rubrics, please see the Lessons and the Course Assignment folders in Sakai.

Assignments	Percent %
Individual: Leadership Assessment and Engagement Part I: Public Health Leader Role & Context Part II: Community Partner Role & Context Part III: Stakeholder Interview	25
Team: Engagement & implementation mini assignments (bi-weekly)	25
Team: Final Strategic Engagement & Implementation Plan	40
Participation: Course Participation & Peer Participation	10
TOTAL	100

Syllabus Appendix

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the competency you will develop in this course, the learning objective for this competency and the assignment in which you will practice demonstrating this competency.

Competency	Learning Objectives	Assignment
Facilitate inclusive engagement and collaborative decision-making across professions and with diverse stakeholders to lead in public health practice.	Develop skills to mobilize communities and build capacity to improve community health status	Final Strategic Engagement & Implementation Plan

Course Grading Scale(s)

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the table above.

	Description	%
H	High Pass: Clear excellence	93-100
P	Pass: Entirely satisfactory graduate work	80-92
L	Low Pass: Inadequate graduate work	70-79
F	Fail	0-69

Instructor Expectations

Email

The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails but is not required to do so. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when out of the office.

Feedback

All graded assignments will receive written feedback. Feedback is meant to be constructive and help the student continue to build upon their skills.

Grading

Assignments will be graded based on a set of general components: quality and clarity of content; conciseness of content; evidence of critical thinking; and grammar. Grades will be

posted no more than two weeks after the due date. Early submissions will be graded on or after the final due date.

Honor Code

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. See the Appendix for additional information.

Inclusive Excellence

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Telephone Messages

The instructor will respond to text and telephone messages within 24 hours Monday through Thursday. Calls left on a Friday will be returned that day if possible; if not, they will be returned on Monday.

Student Expectations

Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Assignments

Submit all assignments through assignment links located in the weekly modules in Sakai. Emailing assignments is not acceptable unless prior arrangements have been made, or technical difficulties prohibit submitting via Sakai after exhausting other methods for submitting (e.g., using a different web browser first). It is expected that you use the instructor's filename convention when submitting your team or individual assignments, e.g., team:

PUBH781_AssignmentA_Team1_2020-01-12, PUBH781_AssignmentB_Team3_2020-02-09, etc.; individual: PUBH781_IndivAssignment_Part1_2020-01-25_LCE, PUBH781_IndivAssignment_Part2_2020-02-12_LCE, etc..

Attendance/ Participation

Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor (and Teaching Assistant if one is assigned).

Communication

You are expected to follow common courtesy in all communication to include email, discussion boards, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions

You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

Email

All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.

View the following link for more information on email etiquette:

<http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>

Honor Code

To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

See the Appendix for additional information.

Late Work

Late, missed, or rescheduled work: Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 10%-point reduction for every day that they are late. After seven days, late

submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. You must inform the instructor on the first week of class if you cannot attend a presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation is otherwise required to receive points for those activities.

Readings

Readings for a particular class should be completed before the class session and before completing associated activities

Technical support

The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

Additional Resources and Policies

The Gillings School of Global Public Health Diversity Statement

We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our [Diversity and Inclusion](#) webpages:

- Diversity and Inclusion:
<https://sph.unc.edu/resource-pages/diversity/>
- Gillings Equal Opportunity Statement:
<https://sph.unc.edu/resource-pages/gillings-equal-opportunity-statement/>
- Diversity and Inclusion Planning:
<https://sph.unc.edu/resource-pages/diversity-inclusion-task-force/>
- Our Journey to Inclusive Excellence:
<https://sph.unc.edu/diversity/our-journey-to-inclusive-excellence/>
- Diversity Outreach, Recruitment, and Programs:
<https://sph.unc.edu/students/diversity-outreach-recruitment-and-programs/>
- A Message from the Dean on Inclusive Excellence:
<https://sph.unc.edu/resource-pages/diversity-welcome/>
- A Legacy of Diversity and Inclusion:
<https://sph.unc.edu/resource-pages/diversity-timeline/>
- Minority Health Project:
<https://sph.unc.edu/mhp/minority-health-project-home/>
- Minority Student Caucus:
<https://sph.unc.edu/students/minority-student-caucus/>
- Minority Health Conference:
<http://minorityhealth.web.unc.edu/>
- National Health Equity Research Webcast:
<https://sph.unc.edu/mhp/nat-health-equity-research-webcast/>

Campus Policies and Resources

UNC Non-Discrimination Policies:

<https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

Prohibited Discrimination, Harassment, and Related Misconduct at UNC:

<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct (<https://studentconduct.unc.edu/>) or consult the following resources:

- Honor Code
<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>
- Honor System
<https://studentconduct.unc.edu/honor-system>
- Student Rights and Responsibilities
<https://studentconduct.unc.edu/students/rights-responsibilities>
- Honor system module
<https://studentconduct.unc.edu/students/honor-system-module>
- UNC Library's plagiarism tutorial
<https://guides.lib.unc.edu/plagiarism>
- UNC Writing Center's handout on plagiarism
<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>

Course At-A-Glance

Lesson	Dates	Topic/Competency	Assignment*	Due
1	Jan 9	Introduction: Preparation for Leadership and Teamwork	Introductions Team – Assignment A	Jan 16
2	Jan 14, 16	Overview 1: Principles of Community Engagement	In-Class Activity 1: Role Play as Community Stakeholders (Jan 16)	
3	Jan 21, 23	Overview 2: Style Leadership Theory in Action	Individual (Part I) – Assignment B <i>Schedule in-class team meetings with instructor for engagement and implementation plan development (Jan 23)</i>	Jan 30
4	Jan 28, 30	Initiating Engagement among Stakeholders: Building Trust in Community Health Settings	In-Class Activity 2: Stakeholder Role Play and the Power Analysis Table (Jan 30)	
5	Feb 4, 6	Assessing the Health Equity Landscape Using an Adaptive Leadership Framework	Team – Assignment C	Feb 13
6	Feb 11, 13	Developing a Strategic Engagement Plan	Individual (Part II) – Assignment D	Feb 20
7	Feb 18, 20	Using Systems Mapping to Lead Systems Thinking in Communities	In-Class Activity 3: System Support Mapping <i>Graded PEER Evaluation – Due Feb 27</i>	
8	Feb 25, 27	Embracing Innovative Ideas from Multiple Stakeholders	Team – Assignment E	Mar 5
9	Mar 3, 5	Developing a Community-Driven Implementation Plan	In-Class Activity 4: Stakeholder Role Play and Consensus Building and Priority Setting (Mar 5)	
10	Mar 17, 19	Determining Measures of Success: Identifying Leadership and Community Indicators	Team – Assignment F	Mar 26
11	Mar 24, 26	Leading the Collective Understanding of Return on Investment	In-Class Activity 5: ROI Community Health Worker Exercise (Mar 26)	
12	Mar 31, Apr 2	Using Leadership Strategies to Negotiate Conflict in Community Settings	Individual (Part III) – Assignment G	Apr 9
13	Apr 7, 9	Paying it Forward: Leading by Sharing	In-Class Activity 6: Stakeholder Role Play and Translating Health Information (Apr 9)	

Lesson	Dates	Topic/Competency	Assignment*	Due
14	Apr 14, 16	Communicating Your Plan to Community Stakeholders	Team – Assignment H, In-Class Team Presentations (Apr 16) <i>Graded Peer Evaluation – Due Apr 23</i>	Apr 23
15	Apr 21, 23	Last Day of Class: Reflections	<i>Reflections, Final Questions, and Course Evaluation</i> Team – Assignment I – FINAL Strategic Engagement and Implementation Plan	May 5