

Public Health 804 Summer, 2016

Instructor: Jim Bowles, MPH

Overview

This course will provide a case-based approach to the approaches different public health leaders have used to deal with a variety of public health issues. The course will focus on identifying the public health competencies used in real-world situations and how students can apply those competencies to their own work in public health. The objectives of the course are to help students:

- List and explain a range of leadership competencies
- Identify which competencies have been (or not been) demonstrated by public health leaders in actual situations
- Identify and explain how they can apply specific leadership competencies to prevent or resolve public health issues that they face or may face in the future

There is no textbook for this course. The assigned readings for each lesson are available via the Internet. Most of the readings are journal articles available through the UNC library system. Links to the readings are provided.

The course contains seven lessons. The summer session is compressed in time and the time allotted for each lesson is *nominally* four days, although one additional day is allotted for lessons that include a week-end. Because of the limited time to complete the work, it is critical to start and finish each lesson on time. The assigned reading materials and web-based presentations are available from the beginning of the class; if your schedule requires you to complete some of this work early, in terms of the class schedule, you may do so. However, everyone is expected to participate in the discussion forum during the time assigned in course calendar.

Instructions

Each lesson includes one web-based presentation by one or more public health leaders on a topic related to public health leadership and one or more readings related to the presentation. Each student is expected to view the presentation and complete the readings by the first day of the lesson. Each lesson requires one paper that is a summary and critique of the presentation. Each student is expected to participate in the discussion forum for each lesson.

One final paper is required for this class. The paper will describe an issue or situation faced by the student's organization and the leadership competencies that were used or could have been used to address the issue, based on the competencies discussed in this class. Each student will also review and comment on the final paper of one fellow student.

An optional “reflection paper” may be submitted for up to ten points of extra credit. The reflection paper provides an opportunity for you to demonstrate that you understand the material presented in the class, have thought about what it means to you personally, and have ideas about how you can apply the lessons to your professional life.

Please remember that the university honor code applies to all assignments completed for this class. You can review the honor code at

<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>.

The following UNC website on plagiarism should be reviewed by each student:

<http://writingcenter.unc.edu/handouts/plagiarism/>. Plagiarism violates the university honor code and will result in a failing grade.

Discussion Forums

Class participation, as evidenced by posting in the discussion forum, is critical to successful completion of this class. Your learning will be enhanced by exploring the materials in collaborative manner with your fellow students. I will post some questions in each discussion forum as a way to get the discussion started, but I strongly encourage you to post additional questions or ideas related to the lesson that you would like to explore.

At *a minimum*, each student is required to post at least one response for each question posted by the instructor, no later than the second day of the lesson. You may either answer the question posted directly, or respond to the posting of a fellow student. Your posts should show an understanding of and critical thinking about the assigned materials. Postings that show reflection about how the materials might be applied to your professional or academic endeavors are encouraged.

To encourage an exchange of ideas, postings should be brief and to the point (no more than one or two **brief** paragraphs) but informative and clear. Please do not simply state agreement or disagreement with a previous posting without adding substance to the conversation. Quality posts show careful consideration of the question, draw upon the lesson materials, and build upon the ideas expressed in previous postings.

Your discussion forum participation will be evaluated based on the following criteria:

- Are postings made in a timely manner?
- Is the post clearly related to the lesson materials?
- Does the post show critical thinking and/or reflection about how to apply the material professionally?
- When replying to posts of fellow participants is the response respectful and does it encourage of further discussion?

Lesson Summaries

A written summary/critique of the lesson material is required for each lesson. The paper should be brief and concise; one to two pages is suggested. The paper should provide a brief summary of what you think are the main points of the presentation and readings and should critique the ideas presented. For example, are the ideas useful? Why or why not?

You are encouraged to reference the readings and the discussion for that lesson. Other references are acceptable, but not necessary. **The summaries are not intended to be research papers, but to encourage you to pay attention to the material and think about how it can be applied to your own professional life.**

Format: one inch margins and 1.5 inch line spacing, with 12 point font. Use APA formatting for citing and referencing the work of others. Suggested length is one to two pages.

Summaries will be evaluated based on these criteria:

- Does the summary show an understanding of the course material?
- Does the summary provide evidence of critical thinking and reflection on the ideas presented in the course material? Such evidence may include examples of why the author agrees or disagrees with the ideas presented and/or examples of how the author might apply or has applied the ideas to address issues or problems.
- Is the paper concise and of professional quality in terms of clarity, spelling, grammar, and style?

Final Paper

One final paper is required. The paper is intended to encourage you think about how to apply the ideas presented in the class to situations that you have faced in your work. The content of the paper should:

1. Describe a problem or issue you or your organization has faced;
2. Describe, in some detail, how one or more of the leadership ideas were or could have been used to resolve or improve that problem or issue.

As with the lesson summaries, this is not intended to be a research paper and references from outside of the class are not required.

Format: one inch margins, 1.5 inch line spacing, 12 point font, APA formatting for citing and referencing the work of others. Suggested length is three to five pages.

The final paper will be evaluated on the following criteria:

- Does the author show an understanding of the course of material and how it can be applied to real life problems and issues?

- Is the problem faced by the organization presented concisely but in sufficient detail so that the reader can understand the description of how the leadership ideas apply?
- Are the author's ideas and arguments clear and fully supported with explanation and examples?
- Is the paper of professional quality in terms of clarity, spelling, grammar and style?

Critique of Student Paper

Each student will be assigned the final paper of one other student to read and comment on. The critique should focus on the content and ideas presented in the assigned paper; it is not intended to be an exercise in grading a paper. Your critique should:

- Say what you think about the suggested application of leadership ideas to the problem described and why.
- Provide other suggestions, based on the class material, you might have to address the problem described.
- Ask additional questions that you think should be addressed.

Format: Provide your critique in an e-mail to the author of the paper (be sure to send a copy to the instructor). No particular format is required, but use complete sentences and proper grammar and punctuation. If you cite a reference, provide APA-style citation information. The critique should be brief (one to two paragraphs is suggested).

Critiques will be evaluated on these criteria:

- Does the critique indicate that the assigned paper was read?
- Does the critique indicate understanding of the ideas presented in the class and how they can be applied?
- Are the comments provided clearly and politely?

Extra Credit Reflection Paper (Optional)

Students may earn up to 10 points of extra credit by submitting a "reflection paper". As the name indicates, this paper should show that you have spent some time reflecting on what effect the ideas presented in the course will affect your thinking and practice. The paper should address two questions:

1. What, to you, are the most important ideas from the course material (including presentations, readings, and discussion)?
2. How have you or how will you integrate those ideas into your professional endeavors?

Format: one inch margins, 1.5 inch line spacing, 12 point font, APA formatting for citing and referencing the work of others. Suggested length is three to five pages.

This paper should be more than just a discussion of the “main points” of the class. It should show that you’ve thought about how to apply the lessons learned. The paper will be evaluated on these criteria:

- Does the paper demonstrate familiarity with the themes and ideas presented and discussed in the class?
- Does the paper demonstrate critical thinking? That is, does the author provide sound logic and evidence to support his or her comments?
- Is the paper of professional quality in terms of clarity, grammar, spelling and style?

Student Evaluation

The final grade will be calculated based on discussion forum participation (7 pts/lesson, 49%), lesson summaries (5 pts/lesson, 35%), final paper (11%) and critique of student paper (5%). The optional extra credit paper is worth up to 10 additional points. Final letter grades will be assigned as follows: 90-100 points = H, 80-89 points = P, 70-79 points = L, and below 70 points = Fail.

Lesson 1, May 11-May 14

Presentation: James Marks, “Wayne Gretzky and the Future of Public Health Leadership”
<https://www.youtube.com/watch?v=C633GmAWJfY>

Readings:

Wright, K., Rowitz, L., Merkle, A., Reid, W.M., Robinson, G., Herzog, B., Weber, D., Carmichael, D., Balderson, T.R., & Baker, E. (2000). Competency development in public health leadership. *American Journal of Public Health*, 90(8), 1202-1207.
<http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.90.8.1202>

Nicola, R.M. (2010). Leading and managing for improved health. *Journal of Public Health Management and Practice*, 16(2), 91-92.
<http://libproxy.lib.unc.edu/login?url=http://dx.doi.org/10.1097/PHH.0b013e3181ce4f20>

Rowitz, L. (2010). Management and Leadership. *Journal of Public Health Management and Practice*, 16(2), 174-176.
<http://libproxy.lib.unc.edu/login?url=http://dx.doi.org/10.1097/PHH.0b013e3181d0d132>

Koh, H.K. & Jacobson, M. (2009). Fostering public health leadership. *Journal of Public Health*, 31(2), 199-201.

<http://jpubhealth.oxfordjournals.org.libproxy.lib.unc.edu/content/31/2/199.full.pdf+html>

Srinivasan, J. & Holsinger, J.W., Jr. (2012). The yin-yang of followership—leadership in public health. *Journal of Public Health*, 20 (1), 95-98.

<http://link.springer.com.libproxy.lib.unc.edu/article/10.1007%2Fs10389-011-0438y>

Assignments:

1. Participate in the discussion forum
2. Submit your lesson summary by midnight on May 14. To submit your summary, go to the “Assignments” link in Sakai, open “Lesson 1” and attach the file from your computer. Don’t forget to click on “submit”.

Lesson 2, May 15-May 19

Presentation: Bobby Milstein, “Scaling the Re-think Health Dynamics Model”

<http://www.rethinkhealth.org/resources/scaling-the-rethink-health-dynamics-model/>

Readings:

Atun, R. (2012). Health systems, systems thinking and innovation. *Health Policy and Planning*, 27(suppl. 4), iv 4-iv 8.

http://heapol.oxfordjournals.org.libproxy.lib.unc.edu/content/27/suppl_4/iv4.full

Leischow, S.J., Best, A., Trochim, W.M., Clark, P.I., Gallagher, R.S., Marcus, S.E., & Matthews, E. (2008). Systems thinking to improve the public’s health. *American Journal of Preventive Medicine*, 35 (2S), S196-S203.

<http://www.sciencedirect.com.libproxy.lib.unc.edu/science/article/pii/S074937970800425X>

[NOTE: open the pdf file to see the figures within the text]

Lammers, J.C. & Pandita, V. (1997). Applying systems thinking to public health leadership. *Journal of Public Health Management and Practice*, 3(4), 39-49.

Milstein, B., Hirsch, G., & Minyard, K. (2013). County Officials Embark on New, Collective Endeavors to ReThink Their Local Health Systems. *Journal of County Administration*, March/April, 2013. <http://www.rethinkhealth.org/wp-content/uploads/2014/02/JACA-ReThink-Health.pdf>

Assignments:

1. Participate in the discussion forum

2. Submit your lesson summary by midnight on May 19. To submit your summary, go to the “Assignments” link in Sakai, open “Lesson 1” and attach the file from your computer. Don’t forget to click on “submit”.

Lesson 3 May 20-May24

Presentation: Roberta Ness, “The Future of Public Health: Innovation”

<http://www.youtube.com/watch?v=Inmlz2vuJmo>

Readings

Ness, R.B. (2011). Tools for innovative thinking in public health. *American Journal of Epidemiology*, 175(8), 733-738.

<http://aje.oxfordjournals.org.libproxy.lib.unc.edu/content/175/8/733.full.pdf+html>

Borins, S. (2002). Leadership and innovation in the public sector. *Leadership & Organization Development Journal*, 23(8), 467-476.

<http://www.emeraldinsight.com.libproxy.lib.unc.edu/journals.htm?articleid=1410668&show=abstract>

Kuiper, H., Jackson, R.J., Barna, S., Satariano, W.A. (2012). Local Health Department Leadership Strategies for Healthy Built Environments. *Journal of Public Health Management and Practice*, 18(2), E11-E23.

<http://libproxy.lib.unc.edu/login?url=http://dx.doi.org/10.1097/PHH.0b013e31822d4c7f>

Assignments:

1. Participate in the discussion forum
2. Submit your lesson summary by midnight on May 24. To submit your summary, go to the “Assignments” link in Sakai, open “Lesson 1” and attach the file from your computer. Don’t forget to click on “submit”.

Lesson 4, May 25-May 28

Presentation: Elaine Karmack, “Leading Change: The Convergence of Politics and Policy.”

<http://www.bing.com/videos/search?q=elaine+kamarck&FORM=HDRSC3#view=detail&mid=7E3C13CDB706276DB667E3C13CDD706276DB66>

Readings:

Oliver, T.R. (2006). The politics of public health policy. *Annual Review of Public Health*, 27, 195-233.

<http://www.annualreviews.org.libproxy.lib.unc.edu/doi/abs/10.1146/annurev.publhealth.25.101802.123126>

Kahn, J.P. (2007). Why public health and politics don't mix. *The American Journal of Bioethics*, 7(11), 3-4. <http://dx.doi.org/10.1080/15265160701728982>

Jarris, P.E. (2013). What health officials and triathletes have in common. *Journal of Public Health Management and Practice*, 19(2), 190-191. <http://libproxy.lib.unc.edu/login?url=http://dx.doi.org/10.1097/PHH.0b013e318283fa59>

Harris, J.K. & Mueller, N.L. Policy activity and policy adoption in rural, suburban, and urban local health departments. *Journal of Public Health Management and Practice*, 19(2), E1-E8. <http://libproxy.lib.unc.edu/login?url=http://dx.doi.org/10.1097/PHH.0b013e318252ee8c>

Assignments:

1. Participate in the discussion forum
2. Submit your lesson summary by midnight on May 28. To submit your summary, go to the "Assignments" link in Sakai, open "Lesson 1" and attach the file from your computer. Don't forget to click on "submit".

Lesson 5, May 29-June 3

Presentation: Harvard Public Health Voices from the Field. Frank Nyonator, Championing Leadership: In pursuit of universal health coverage. <https://www.youtube.com/watch?v=por0irf2w4c>

Readings:

Awooner-Williams, J.K., Sory, E.K., Nyonator, F.K., Phillips, J.F., Wang, C., & Schmitt, M.L. (2013). Lessons learned from scaling up a community-based health program in the Upper East Region of northern Ghana. *Global Health Science and Practice*, 1(1), 1-17. http://franknyonator.com/pub_document/LessonsLearnedfromscale.pdf

Mumford, M.D., Zaccaro, S.J., Harding, F.D., Jacobs, T.O., Fleishman, E.A. (2000). Leadership skills for a changing world: Solving complex social problems. *Leadership Quarterly*, 11(1), 11-35. <http://www.sciencedirect.com.libproxy.lib.unc.edu/science/article/pii/S1048984399000417>

Review the table of competencies in the Wright, et al. article from lesson 1

Assignments:

1. Participate in the discussion forum
2. Submit your lesson summary by midnight on June 3. To submit your summary, go to the "Assignments" link in Sakai, open "Lesson 1" and attach the file from your computer. Don't forget to click on "submit".

Lesson 6, June 4-June 8

Presentation: Harvard University Voices in Leadership, Lois Gibbs: The Love Canal Story of Leadership <https://www.youtube.com/watch?v=G7JVk1JEHDc>

Readings

Revkin, A.C. (2013). Love Canal and Its Mixed Legacy. New York Times Retro Report. November 25, 2013. http://www.nytimes.com/2013/11/25/booming/love-canal-and-its-mixed-legacy.html?_r=0

Englehaupt, E. (2008). Happy Birthday, Love Canal. Chemical and Engineering News. 8(46), 46-53. http://pubs.acs.org/cen/email/html/cen_government_86_8646gov2.html

Schoch-Spana, M., Franco, C., Nuzzo, J.B., & Usenza, C. (2007). Community Engagement: Leadership Tool for Catastrophic Health Events. Biosecurity and Bioterrorism: Biodefense Strategy, Practice, and Science. 5(1), 8-25.
<http://online.liebertpub.com.libproxy.lib.unc.edu/doi/abs/10.1089/bsp.2006.0036>

Assignments:

1. Participate in the discussion forum
2. Submit your lesson summary by midnight on June 8. To submit your summary, go to the “Assignments” link in Sakai, open “Lesson 1” and attach the file from your computer. Don’t forget to click on “submit”.

Lesson 7, June 9-June 13

Presentation: Howard Koh, “Best Practices in Public Health Leadership for a Healthier Nation” <https://www.youtube.com/watch?v=cmkt6u7ODqg>

Readings:

Kirkpatrick, S.A. & Locke, E.A. (1991). Leadership: Do traits matter? Academy of Management Executive, 5(2), 48-60.
<http://search.proquest.com.libproxy.lib.unc.edu/docview/210514732/76F062E5C1AB4E77PQ/7?accountid=14244>

Review, from lesson 1:

Koh, H.K. & Jacobson, M. (2009). Fostering public health leadership. Journal of Public Health, 31(2), 199-201.
<http://jpubhealth.oxfordjournals.org.libproxy.lib.unc.edu/content/31/2/199.full.pdf+html>

Srinivasan, J. & Holsinger, J.W., Jr. (2012). The yin-yang of followership—leadership in public health. *Journal of Public Health*, 20 (1), 95-98.

<http://link.springer.com.libproxy.lib.unc.edu/article/10.1007%2Fs10389-011-0438-y>

Assignments:

1. Participate in the discussion forum
2. Submit your lesson summary by midnight on June 13. To submit your summary, go to the “Assignments” link in Sakai, open “Lesson 1” and attach the file from your computer. Don’t forget to click on “submit”.

Final Paper Due by midnight, June 14 using the “Assignments” link in Sakai.

Review of student paper due by midnight, June 16. E-mail your comments to the author of the paper that you reviewed and copy the instructor at jbowles@email.unc.edu.

Optional Extra Credit Reflection Paper due by midnight, June 15 using the “Assignments” link in Sakai.