



## Syllabus

### PUBH 767: Team Leadership in Research Navigation

Spring 2020

3 Credits | Residential

#### Course Description

Team leadership and management practices with an emphasis on successful team leadership in clinical research. Team effectiveness strategies provide framework for development of successful leadership of teams undertaking clinical research.

**Prerequisites:** None

#### Co-Instructors:

William A. Sollecito, MS, DrPH  
Professor  
Public Health Leadership Program  
4102 McGavran-Greenberg Hall  
+1-919-966-6878  
[bill\\_sollecito@unc.edu](mailto:bill_sollecito@unc.edu)

Lori A. Everts, MPH, PMP CPH MBTI  
Assistant Professor  
Public Health Leadership Program  
4109 McGavran-Greenberg Hall  
+1-919-966-9043  
[lori\\_evarts@unc.edu](mailto:lori_evarts@unc.edu)

**Teaching Assistant:** No Teaching Assistant is assigned to this course.

**Office Hours:** Available by appointment.

**Course Website:** <https://sakai.unc.edu/welcome/>. Use your ONYEN and password.

**Class Days, Times, Location:** Thursdays, 3:30 pm – 5:30/6:00 pm, 1305 McGavran-Greenberg Hall, Gillings School of Global Public Health

#### Course Overview

This course presents an overview of team leadership and management principles and practices, emphasizing successful team leadership in multidisciplinary settings (e.g., clinical research). Understanding and employing team basics and team effectiveness strategies provide the framework for the development of successful leadership of teams. Collaborative learning techniques, guest speakers, access to NC TraCS Institute, and class discussion will afford students opportunities to address and improve their leadership skills.

#### Course Format

Once weekly face to face sessions emphasize experiences of faculty and students to develop a set of "team leadership stories," i.e., shared experiences and lessons learned serve as the basis for cases studies used throughout the course. Face to face meetings are supplemented by online lectures and required readings describing the management and leadership techniques that have proven successful in multidisciplinary team-based activities.

### Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the Sakai course site titled **PUBH767.001.SP20**

<b>Date/ Session</b>	<b>Topic</b>	<b>Assignment Due</b>
Thu Jan 9	Introduction and Overview	Jan 14
<b>Leadership, Team Work &amp; Research Processes</b>		
Thu Jan 16	Leadership Styles & Emotional Intelligence	Jan 21
Thu Jan 23	Drug Development as a Model for System Design and Team Work	Jan 28
Thu Jan 30	1. Organizational and Team Culture 2. Students' presentation	Feb 3, Feb 5
Thu Feb 6	Team Work & Lencioni	n/a
Thu Feb 13	Leadership and Vision	Feb 18
<b>RESEARCH ENVIRONMENT</b>		
Thu Feb 20	Organizational Structure & Your Team's Efforts	Feb 25
Thu Feb 27	Project Management Principles	Mar 3
Thu Mar 5	Communication and Conflict Resolution	Mar 6
<i>SPRING BREAK – no class Thu Mar 12</i>		
Thu Mar 19	Team Efforts and Diversity	n/a
Thu Mar 26	1. Motivation, Empowerment 2. In-class Team Time	Mar 31
<b>RESEARCH INTEGRITY: ETHICS AND QUALITY</b>		
Thu Apr 2	CQI Concepts in Research Process	Apr 7
Thu Apr 9	Ethics (beyond HIPAA compliance)	Apr 14
Thu Apr 16	Student Presentations (based on Apr 14 assignment)	n/a
Thu Apr 23	Student Presentations (based on Apr 14 assignment)	n/v

[Final Exam Period \(per UNC Registrar\):](#)

Tue Apr 28 4:00 – 6:00 pm

NOTE: This Class will be held if additional time is required to complete Student Presentations (based on Apr 14 assignment)

**Course Assignments and Assessments**

This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see below.

<b>Graded Assignments</b>		<b>Points/Percentages of Final Course Grade</b>
Class Participation	Individual	20%
Journal Entry Assignments	Individual	20%
Midterm Assignment	Individual	20%
Team Assignment and Peer Evaluations	Class/Team	15%
Final Project	Individual	20%
Final Project Presentation	Individual	5%

**Map of Competencies to Learning Objectives and Assessment Assignments**

Below you will see the competency you will develop in this course, the learning objectives that comprise the competency, and the assignment in which you will practice demonstrating this competency.

See following page.

<p><b>Competencies</b> (Reinforcing MPH Foundational &amp; Leadership in Practice)</p> <p><u>Leadership</u></p> <ul style="list-style-type: none"><li>• MPH16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.</li><li>• MPH17. Apply negotiation and mediation skills to address organizational or community challenges.</li></ul> <p><u>Planning &amp; Management to Promote Health</u></p> <ul style="list-style-type: none"><li>• MPH09. Design a population-based policy, program, project or intervention.</li></ul> <p><u>Communication</u></p> <ul style="list-style-type: none"><li>• MPH18. Select communication strategies for different audiences and sectors.</li><li>• MPH19. Communicate audience-appropriate public health content, both in writing and through oral presentation.</li><li>• MPH20. Describe the importance of cultural competence in communicating public health content.</li></ul> <p><u>Interprofessional Practice</u></p> <ul style="list-style-type: none"><li>• MPH21. Perform effectively on interprofessional teams.</li></ul> <p><u>Systems Thinking</u></p> <ul style="list-style-type: none"><li>• MPH22. Apply systems thinking tools to a public health issue.</li></ul> <p><u>Leadership in Practice</u></p> <ul style="list-style-type: none"><li>• LIP01. Prioritize public health values and ethics in a philosophy of leadership relevant to adaptive public health challenges.</li><li>• LIP05. Integrate research and practice-based evidence to continuously improve the quality of public health practice.</li><li>• LIP06. Develop structures of accountability to promote good governance and stewardship of resources to improve population health.</li></ul>
<p><b>Learning Objectives</b></p> <ol style="list-style-type: none"><li>1. Learn the leadership and management aspects of multidisciplinary teams.</li><li>2. Apply the principles of communication, decision making, team building, and team motivation which lead to successful team-based efforts.</li><li>3. Evaluate the current level of one's leadership in their current team efforts.</li><li>4. Develop an action plan to enhance and develop their team leadership.</li></ol>
<p><b>Assessment Assignment</b> for evidence of student attainment of competency</p> <ul style="list-style-type: none"><li>• Class Participation (MPH16, MPH20, LIP01)</li><li>• Individual Journal Entry Assignments (MPH16, MPH17, MPH09, MPH20, LIP01, LIP05, LIP06)</li><li>• Initial Student Presentation (MPH09, MPH19, LIP01)</li><li>• Midterm (MPH09, MPH22, LIP01, LIP05, LIP06)</li><li>• Team Assignment (MPH 17, MPH18, MPH21, MPH22, LIP01, LIP05, LIP06)</li><li>• Peer Evaluation (MPH21, MPH22, LIP06)</li><li>• Final Individual Assignment and Presentation (MPH16, MPH09, MPH19, MPH21, MPH22, LIP01, LIP05, LIP06)</li></ul>

## Syllabus Appendix

### 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 Graded Assignments table.

	Description	Numeric Value
<b>H</b>	High Pass: Clear excellence	95-100
<b>P</b>	Pass: Entirely satisfactory graduate work	80-94
<b>L</b>	Low Pass: Inadequate graduate work	70-79
<b>F</b>	Fail: Unacceptable performance	< 70

### Instructor Expectations:

#### Discussion Forum for the Team Assignment

The instructors will be active readers during the Team Assignment. The group discussion forum will be moderated by the group members unless an issue is brought to the instructors' attention by a fellow group member.

#### Email

The instructors will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. 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 they will be out of the office.

#### Feedback

All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

#### Grading

Assignments will be graded no more than two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.

#### Honor Code

Instructors and students may report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions vary but may include receiving a zero for the assignment, failing the course and/or suspension from the university. See Additional Resources and Policies for additional information.

### **Inclusive Excellence**

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- 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 topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the Sakai course site.

### **Telephone Messages**

Email or in-person communication are preferred, and voice mails will not be returned.

### **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 Sakai or assignment links located in the weekly modules, syllabus link, or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.

#### **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 forums, 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.

### **Discussion Forum**

You are expected to participate in the Sakai course Discussion Forum for the Team Assignment. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic. Go to <https://sph.unc.edu/iis/discussion-forum-participation-guidelines/> for additional information.

### **Email**

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

### **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.
- Students may use materials they wrote for other courses in their assignments, but only if the student themselves produced the work.
- For Individual Journal Entries and Final Assignment and Presentation, students may verbally discuss approaches but each student should independently write up their answer, citing relevant sources.

See Additional Resources and Policies for additional information.

### **Inclusive Excellence**

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning

- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives Encourage and solicit feedback from students to continually improve inclusive practices.

### **Late Work**

Late work will not be accepted, unless an unforeseen circumstance or previously arranged travel occur.

### **Readings**

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

### **Technical support**

The best way to help prevent technical issues from causing problems for assignments is to submit them 12-24 hours before the due date and time. Your instructor cannot resolve technical issues, but it is important to notify them if you are experiencing issues. If you have problems submitting an assignment in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The 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 online help request at <http://help.unc.edu/help/olhr>, or by UNC Live Chat at <http://help.unc.edu/chat>.



## Additional Resources and Policies

### Accessibility at UNC Chapel Hill

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](mailto:ars@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

### Counseling and Psychological Services at UNC Chapel Hill

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>, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

### Gillings School Diversity Statement

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/>
- Minority Health Conference:  
<http://minorityhealth.web.unc.edu/>
- National Health Equity Research Webcast:  
<https://sph.unc.edu/mhp/nat-health-equity-research-webcast/>

### Gillings School Office of Student Affairs

<https://sph.unc.edu/students/osa/>

### 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 review the following resources:

- Honor System  
<https://studentconduct.unc.edu/honor-system>
- 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/>

### **LGBTQ Center**

<https://lgbtq.unc.edu/>

### **Non-Discrimination Policies at UNC Chapel Hill**

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

### **Ombuds**

<https://ombuds.unc.edu/>

### **Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill**

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

### **Title IX at UNC Chapel Hill**

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, [adrienne.allison@unc.edu](mailto:adrienne.allison@unc.edu)), Report and Response Coordinators (Ew Quimbaya-Winship, [eqw@unc.edu](mailto:eqw@unc.edu); Rebecca Gibson, [rmgibson@unc.edu](mailto:rmgibson@unc.edu); Kathryn Winn [kmwinn@unc.edu](mailto:kmwinn@unc.edu)), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at 919-966-3658, or the Gender Violence Services Coordinators (confidential) Cassidy Johnson, [cassidyjohnson@unc.edu](mailto:cassidyjohnson@unc.edu); Holly Lovern, [holly.lovern@unc.edu](mailto:holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu).

### **Writing Center**

<https://writingcenter.unc.edu/>