

August 15, 2023



Syllabus

PUBH 890-001 – Special Topics in Public Health Leadership Course

Applying Diversity, Equity, Inclusion (DEI) And Leadership in Public Health Practice

Transcript notation: Applying DEI in PH Practice

Fall 2023

1 Credit | Residential

Course Description

This This PUBH 890-001 course entitled Applying Diversity, Equity, Inclusion (DEI) And Leadership in Public Health Practice, aims at helping students better understand the implementation of Inclusive Diversity and Cultural Humility in the real world and the best approaches to collectively mitigate the challenges. Students will practice in this course the ability to: Incorporate inclusion, diversity, equity, cultural humility and political savviness into their leadership style and practice of public health for Healthier communities locally and globally. The overarching goal is to understand the complexity and multi-dimensionality of effective implementation of those skills listed above and their challenges.

Prerequisites: None. Open to graduate students.

August 15, 2023

Course instructor



Marie Lina Excellent, MD, MPH

Assistant Professor

Public Health Leadership Program (PHLP)

UNC Gillings School of Global Public Health

Office: 4107 McGavran-Greenberg Hall

Office Phone: 919 843-5313

Email: marilina@live.unc.edu

Teaching Assistant

None

Office Hours: Available by appointment. Please feel free to email me to schedule a convenient time for both parties, thank you!

Course Website: On Canvas (<https://canvas.unc.edu/>), use your ONYEN and password.

Course texts:

The Canvas site will be used extensively during the course for students to access required online lectures, videos, assigned journal articles and other required readings. There is not a required textbook for this course.

Class Days, Times, Location: Mondays from 2:30- 4:30 PM ET at the FedEx Global Education Center, Room 3024. The building's location is 301 Pittsboro St. Chapel Hill, NC 27516 United States

Required Readings

The Canvas site will be used extensively during the course for students to access required course readings from Jennifer Brown's book entitled "How To Be An Inclusive Leader" when applicable. That book is available in Canvas. Please note that there is no required textbook for this course.

Course Format

The course format will consist of short in-class lectures including guest speakers and readings throughout the semester and additional resources might be provided to help build students' toolbox. Each class session will include in class active learning exercises (Case study, Role play, Use of Jamboard, Poll Everywhere, Slido.com, Generative Artificial Intelligence [AI i-e ChatGPT], etc...) with real world, local and global scenarios for small groups discussions followed by large group conversations/reflections. Most of the class time will be spent interacting with peers to support teamwork and create a climate of belonging to thrive individually. The following Zoom link will be used to record each class session (Join URL: <https://unc.zoom.us/j/97807519628>). All class sessions will be recorded via Zoom and the recordings will be available in the Canvas course site under Panopto right no later than 24 hours after class ends, because I understand that life happens. Students will access all the course materials, such as lectures and peer reviewed journal articles, through the Canvas course site. The instructor will endeavor to address all questions that arise in a timely manner. Students will submit their individual assignments, Discussions Forum Posts and their final paper/Essay to Canvas as instructed on the course site. Students will be able to monitor their grades in the Gradebook in Canvas.

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 Canvas course site and the table below. Any changes will be announced as early as possible. Please note that we will not have class session every Monday. Furthermore, some of the Mondays' sessions may run over the 4:30 PM but I will try my best to respect everyone's time. Note that all times listed here are local, Eastern Time (ET).

Class Session Dates	Sessions' topics/focus	Assignments Due
Monday	<p>Session I Key concepts: Inclusion, Diversity, Equity, Cultural</p>	

<p>y A u g u st 2 1, 2 0 2 3</p>	<p>humility and Political savviness</p> <p>Understanding yourself as an individual</p> <p>Your values? How to protect yourself in a conflicting situation?</p> <p>What do you stand for?</p> <p>Understanding how to relate to others?</p> <p>Value of Psychologically safe workplace</p> <p>Resources to review prior to class time:</p> <ul style="list-style-type: none">▪ How great leaders inspire action Simon Sinek TEDxPuget Sound https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action/c (17 minutes 48 sec);▪ Why good leaders make you feel safe Simon Sinek TED2014 https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe (11	
--	--	--

	<p>minutes 46 sec);</p> <ul style="list-style-type: none"> ▪ "How To Be An Inclusive Leader: Your role in creating cultures of belonging where everyone can thrive", Book by Jennifer Brown, 2019 (Pages 3-8) 	
<p>M o n d a y A u g u s t 2 8, 2 0 2 3</p>	<p>Session II</p> <p>Why does Inclusion matter in the practice of public health? Challenges with implementation <i>Confirmed Guest speaker:</i> Dr Kim Renee Ramsey-White, Associate Dean for Inclusive Excellence at UNC-Gillings</p> <p>Approaches of Inclusive leaders Understanding of Inclusive Leader Continuum (Unaware – Aware – Active – Advocate)</p> <p>Resources to review prior to class time:</p> <ul style="list-style-type: none"> ▪ Rethinking Diversity & Inclusion as a Health Dilemma Atira Charles 	

	<p>TEDxTallahass ee https://www.ted.com/talks/ati_ra_charles_reth_inking_diversity_inclusion_as_a_health_dilemma (9 minutes 13 sec);</p> <ul style="list-style-type: none">▪ From the Inside Out: Diversity, Inclusion & Belonging Wendy Knight Agard TEDxKanata https://www.ted.com/talks/wendy_knight_agard_from_the_inside_out_diversity_inclusion_belonging (13 minutes 41 sec);▪ Purpose in Business - the Era of Inclusive Leadership Juvencio Maeztu TEDxHamilton College https://www.ted.com/talks/juvencio_maeztu_purpose_in_business_the_era_of_inclusive_leadership (16 minutes 51 sec);	
--	--	--

	<ul style="list-style-type: none">▪ Why Inclusive Leaders Are Good for Organizations, and How to Become One by Juliet Bourke and Andrea Espedido, 2019 (Pages 1-5);▪ The Role of Inclusive Leadership in Supporting an Inclusive Climate in Diverse Public Sector Teams by Tanachia Ashikali, Sandra Groeneveld and Ben Kuipers, 2021 (Pages 1-7) <p>Discussions Forum Post:</p> <ul style="list-style-type: none">▪ Reflections on one (1) of the course materials (Key Take aways for you) and comment on one of your peer’s post along with a thought provoking question.	
--	--	--

<p>M o n d a y S e p t e m b e r 4, 2 0 2 3</p>	<p>No Class Held - Holiday</p>	<p>Labor Day</p>
<p>T u e s d a y S e p t e m b e r 5, 2 0 2 3</p>	<p>No Class Held – No Activity</p>	<p>Well-being Day</p>
<p>M o n d a y S e p t</p>	<p>Session III Understanding Diversity Dimensions (Appearance – Affiliation – Advocacy – Association)</p>	

<p>e m b er 1 1, 2 0 2 3</p>	<p>Resources to review prior to class time:</p> <ul style="list-style-type: none">▪ 3 questions to ask yourself about everything you do Stacey Abrams TEDWomen 2018 https://www.ted.com/talks/stacey_abrams_3_questions_to_ask_yourself_about_everything_you_do (12 minutes 29 sec);▪ How diversity makes teams more innovative Rocío Lorenzo TED@BCG Milan https://www.ted.com/talks/rocio_lorenzo_how_diversity_makes_teams_more_innovative (10 minutes 57 sec);▪ "How To Be An Inclusive Leader: Your role in creating cultures of belonging where everyone can thrive", Book by Jennifer	
--	---	--

	<p>Brown, 2019 (Page 15);</p> <ul style="list-style-type: none">▪ "How To Be An Inclusive Leader: Your role in creating cultures of belonging where everyone can thrive", Book by Jennifer Brown, 2019 (Pages 23-24)▪ Diversity in the Workplace: Benefits, Challenges, and the Required Managerial Tools by Kelli A. Green, Mayra López, Allen Wysocki, and Karl Kepner, 2002 (Pages 1-3) <p>Discussions Forum Post:</p> <ul style="list-style-type: none">▪ Reflections on one (1) of the course materials (Key Take aways for you) and comment on one of your peer's post along with a thought provoking question.	
--	---	--

<p>M o n d a y S e p t e m b e r 1 8, 2 0 2 3</p>	<p>No Class Held Time to work on your assignment</p> <p>Required reading for the remaining of that week: Inclusive Leadership: How Leaders Sustain or Discourage Work Group Inclusion by Lynn M. Shore and Beth G. Chung, 2022 (Pages 1-23)</p>	<p>Individual Assignment I: Pre-recorded 3 minutes oral presentation using PowerPoint slides about a pitch to lead a Diversity, Equity and Inclusion (DEI) initiative in the workplace based on a given real world inspired scenario of your choice. References in APA style required! Due: Friday September 22, 2023 at 11:55 PM ET in Canvas</p>
<p>M o n d a y S e p t e m b e r 2 5, 2 0 2 3</p>	<p>No Class Held – No Activity</p>	<p>Well-being Day</p>
<p>M o n d a y O</p>	<p>Session IV How might we leverage a culture of Equity in the workplace?</p>	<p>Individual Assignment II: In one page, develop a Vision to support a Culture where Equity and Diversity are prioritized in decision-making process. How do you plan on acting as an Inclusive Leader? References in APA style required! Due: Friday October 6, 2023 at 11:55 PM ET in Canvas</p>

<p>ct o b er 2, 2 0 2 3</p>	<p>Why should you ask about the Culture of an organization at a job interview?</p> <p>Resources to review prior to class time:</p> <ul style="list-style-type: none">▪ Rethinking diversity: why we need equity to stop oppression Dr. Atyia Martin TEDxSuffolkUniversity https://www.ted.com/talks/dr_atyia_martin_rethinking_diversity_why_we_need_equity_to_stop_oppression (17 minutes 17 sec);▪ Mentorship & Workplace Equity Takes Work Janice Omadeke TEDxGraceStreetWomen https://www.ted.com/talks/janice_omadeke_mentorship_workplace_equity_takes_work (9 minutes 27 sec);▪ Cultural Diversity: Implications For Workplace	
---	---	--

	<p>Management by Donatus I. Amaram, 2007 (Pages 1-5)</p> <p>Discussions Forum Post:</p> <ul style="list-style-type: none"> ▪ Reflections on one (1) of the course materials (Key Take aways for you) and comment on one of your peer’s post along with a thought provoking question. 	
<p>M o n d a y O c t o b e r 9, 2 0 2 3</p>	<p>Session V</p> <p>What is Political Savviness?</p> <p>Dimensionality of Political Skill</p> <p>How to navigate corrupted systems with integrity?</p> <p><i>Potential Global Guest speaker (TBD)</i></p> <p>How to get comfortable discussing the uncomfortable and avoid being defensive?</p> <p>Resources to review prior to class time:</p>	<p>Individual Assignment III: In one page, please describe your understanding of Political Savviness. Knowing that everyone might have their own agenda, how do you plan on influencing people/stakeholders to get them on your side? How will you inspire people to embrace your innovative ideas as their own in the workplace? References in APA style required!</p> <p>Due: Friday October 13, 2023 at 11:55 PM ET in Canvas</p>

	<ul style="list-style-type: none">▪ Political Savvy: A Critical Leadership Skill https://www.youtube.com/watch?v=HO43r4BqZ20 (3 minutes 26 sec);▪ Political Savvy. What It is and How to Get It? https://www.youtube.com/watch?v=BGr6rBN3ciU (~ 15 minutes);▪ Political savvy, a critical leadership skill – Jane Horan – EVE APAC 2018 https://www.youtube.com/watch?v=7jaRslq_FpM (~ 34 minutes);▪ Political skill: An antidote for workplace stressors by Perrewe, Pamela L, Ferris, Gerald R, Frink, Dwight D and Anthony, William P, 2000 (Pages 1-7);▪ "How To Be An Inclusive Leader: Your role in creating cultures of belonging	
--	--	--

	<p>where everyone can thrive”, Book by Jennifer Brown, 2019 (Pages 97-106)</p> <p>Discussions Forum Post:</p> <ul style="list-style-type: none"> ▪ Reflections on one (1) of the course materials (Key Take aways for you) and comment on one of your peer’s post along with a thought provoking question. 	
<p>M o n d a y O c t o b e r 1 6, 2 0 2 3</p>	<p>Session VI Understanding the practice of Cultural humility</p> <p>Applications of Emotional intelligence (EI) [Self-Awareness / Self-Management / Social Awareness / Relationship Management]</p> <p>Resources to review prior to class time:</p> <ul style="list-style-type: none"> ▪ Cultural Humility Juliana Mosley, Ph.D. TEDxWestChes ter 	

	<p>https://www.ted.com/talks/juliana_mosley_phd_cultural_humility (16 minutes 50 sec);</p> <ul style="list-style-type: none">▪ "An International Approach: Cultural Humility" David Mosher & Kimendran Chetty TEDxUNT https://www.youtube.com/watch?v=DbrHa1bbAg (13 minutes 04 sec);▪ Leading Organizational Culture: Issues of Power and Equity by Jacky Lumby, 2012 (Pages 1-12);▪ "How To Be An Inclusive Leader: Your role in creating cultures of belonging where everyone can thrive", Book by Jennifer Brown, 2019 (Pages 38-43)	
--	--	--

	<p>Discussions Forum Post:</p> <ul style="list-style-type: none">▪ Reflections on one (1) of the course materials (Key Take aways for you) and comment on one of your peer’s post along with a thought provoking question.	
<p>T h u r s d a y O c t o b e r 1 9 a n d F r i d a y O c t o b e r 2 0, 2</p>	<p>No Class Held – No Activity</p>	<p>Fall Break</p>

<p>0 2 3</p>		
<p>M o n d a y O c t o b e r 2 3, 2 0 2 3</p>	<p>No Class Held – Time to work on your assignment</p>	<p>Individual Assignment IV: In one page summarize the key take aways from interviewing a public health practitioner/researcher about their application or practice of cultural competence in communicating public health content. References in APA style required! That informative interview is expected to last up to 15 minutes. Due: Friday October 27, 2023 at 11:55 PM ET in Canvas</p>
<p>M o n d a y O c t o b e r 3 0, 2 0 2 3</p>	<p>Session VII How to get the best out of others? How might we bring that valuable skill to any workplace? How to implement inclusive leadership where perspectives would shift from treating people the way you want to be treated to treating people the way they want to be treated? Resources to review prior to class time:</p> <ul style="list-style-type: none"> ▪ How to become an inclusive leader 	

	<p>Meagan Pollock, PhD • TEDxWolcottCollegePrep https://www.ted.com/talks/meagan_pollock_phd_how_to_become_an_inclusive_leader (11 minutes 24 sec);</p> <ul style="list-style-type: none">▪ Bringing the best out of people Sharon von Simson TEDxGallusWomen https://www.ted.com/talks/sharon_von_simson_bringing_the_best_out_of_people (11 minutes 45 sec);▪ "How To Be An Inclusive Leader: Your role in creating cultures of belonging where everyone can thrive", Book by Jennifer Brown, 2019 (Pages 52-58) <p>Discussions Forum Post:</p> <ul style="list-style-type: none">▪ Reflections on one (1) of the	
--	--	--

	<p>course materials (Key Take aways for you) and comment on one of your peer’s post along with a thought provoking question.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">M o n d a y N o v e m b e r 6, 2 0 2 3</p>	<p>Session VIII Understanding Microaggressions. How to handle them?</p> <p>Understanding the contrast between Feelings and Faux Feelings</p> <p>How might we create a culture of courageous conversations in the workplace where no one is left behind?</p> <p>Resources to review prior to class time:</p> <ul style="list-style-type: none"> ▪ How racism makes us sick David R. Williams TEDMED 2016 https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick (17 minutes 19 sec); 	<p style="text-align: center;">Last Class session!</p> <p>Individual Assignment V: Individual assignment: Use Generative Artificial Intelligence (AI) like ChatGPT to inspire you to create an authentic up to 1-minute elevator pitch for a campaign about How might we create a culture of courageous conversations in the workplace where no one is left behind? You will deliver live (during class time) your message Due: Monday November 6, 2023 at 12:00 PM ET in Canvas</p>

	<ul style="list-style-type: none">▪ Take a second look: Bring out the best in yourself and others Jill Berry TEDxNorwichED https://www.ted.com/talks/jill_berry_take_a_second_look_bring_out_the_best_in_yourself_and_others (9 minutes 57 sec);▪ Differentiating Between Feelings And Faux Feelings (Pages 1-4);▪ A Qualitative Approach to Intersectional Microaggressions: Understanding Influences of Race, Ethnicity, Gender, Sexuality, and Religion by Kevin L. Nadal, Kristin C. Davidoff, Lindsey S. Davis, Yinglee Wong, David Marshall, and Victoria McKenzie, 2015 (Pages 1-15)	
--	---	--

	<p>Discussions Forum</p> <p>Post:</p> <ul style="list-style-type: none">▪ Reflections on one (1) of the course materials (Key Take aways for you) and comment on one of your peer’s post along with a thought provoking question.▪ Use that Jamboard link (https://jamboard.google.com/d/1gX0anKzLPix3hVk75qZwTyNdSj2ObuBEc121LROBu-E/edit?usp=sharing) to please anonymously share an example of Microaggression that you have either experienced or witnessed and how was the situation handled? (Optional activity)	
		<p>Final Paper/Essay (Individual Assignment): In two (2) double spaced pages, please communicate your final reflections about your implementation of this course materials in real settings</p>

		related to your field (Public Health, Healthcare, Engineering, etc...). References in APA style are required! Due: Monday November 13, 2023 at 11:55 PM ET in Canvas

Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade in the course.

For individual and team assignments that require students to upload a file in Canvas, please make sure to clearly identify your attachment and include as a header of your paper the following filename conventional information:

- If individual assignment: Course name (PUBH890-001-FA23); Assignment name; student’s full name.

Graded Assignments	Points of Final Course Grade
Individual assignments	
Individual Assignment I	10
Individual Assignment II	10
Individual Assignment III	10
Individual Assignment IV	10
Individual Assignment V	10
Final Reflection Paper/Essay	21
Forum Posts prior to each class session (3 Points each)	21
Class attendance/Participation/	8
TOTAL	100

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 section.

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

Grading Notes:

- A temporary grade of “IN” – Incomplete work might be assigned if unique circumstances arise. Students who are having difficulties or encounter unique life events are to contact the course instructors to evaluate their progress and determine the best course of action. A grade of incomplete may be taken only because of illness or special circumstances and only with the

permission of the course instructor and your departmental adviser. Important Note: IN is a temporary grade that converts to an F* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later.

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the specific five (5) competencies drawn from the list of MPH Foundational Competencies that you will develop in this course and the specific assignment that will help assess them.

Competencies:

The table below represents the list of competencies taught and assessed in the course:

Reinforcing Competencies	Learning Objectives	Where/How Assessed
LIP05: Integrate research and practice-based evidence to continuously improve the quality of public health practice. MPH08: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.	Understand best practices of inclusive leaders locally and globally. Understand the implications of organizational culture in leading Inclusion, Equity and Diversity as a team in the workplace.	Final Paper/Essay (Individual Assignment): In two (2) double spaced pages, please communicate your final reflections (Final Paper/Essay) about your implementation of this course materials in real settings related to your field (Public Health, Healthcare, Engineering, etc...). References in APA style required!
LIP01: Prioritize public health values and ethics in a philosophy of leadership relevant to adaptive public health challenges.	Demonstrate the value of Cultural Humility and Diversity in the workplace for Inclusion and Equity.	Individual Assignment II: In one page, develop a Vision to support a Culture where Equity and Diversity are prioritized in decision-making process. How do you plan on acting as an Inclusive Leader? References in APA style required!
LIP02: Demonstrate effective communication skills to promote a compelling public health agenda. MPH19: Communicate audience-appropriate public health content, both in writing and through oral Presentation (MPH 19)	Have an awareness of the Dimensions of Diversity and the implementation of Emotional Intelligence.	Individual Assignment I: Pre-recorded 3 minutes oral presentation using PowerPoint slides about a pitch to lead a Diversity, Equity and Inclusion (DEI) initiative in the workplace based on a given real world inspired scenario. References in APA style required! Individual Assignment V: Individual assignment: Use Generative Artificial Intelligence (AI) like ChatGPT to inspire you to create an authentic up to 1-minute

		elevator pitch for a campaign about How might we create a culture of courageous conversations in the workplace where no one is left behind? You will deliver live (during class time) your message
LIP05: Integrate research and practice-based evidence to continuously improve the quality of public health practice. MPH20: Describe the importance of cultural competence in communicating public health content	Apply cultural humility, political savviness, diversity and inclusive leadership to create or support a psychologically safe workplace for success and well-being.	Individual Assignment IV: In one page summarize the key take aways from interviewing a public health practitioner/researcher about their application or practice of cultural competence in communicating public health content. References in APA style required! That informative interview is expected to last up to 15 minutes.
LIP03: Facilitate inclusive engagement and collaborative decision-making across professions and with diverse stakeholders to lead in public health practice. MPH21: Perform effectively on interprofessional teams	Describe the influence of political savviness in the practice of leadership locally and globally.	Individual Assignment III: In one page, please describe your understanding of Political Savviness. Knowing that everyone might have their own agenda, how do you plan on influencing people/stakeholders to get them on your side? How will you inspire people to embrace your innovative ideas as their own in the workplace? References in APA style required!

Expectations, Policies, and Resources

Accessibility at UNC Chapel Hill

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the [ARS Website](#) for contact information or [email ARS](#).

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). No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities

August 15, 2023

2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#).
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#).

Late, missed, or rescheduled work: Even if we are committed to students' success and willing to offer flexibility as much as possible since life happens, please note that assignments 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 1-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 class or submit an assignment on time due to extenuating circumstances, such as medical procedures or professional travel.

Course Communication Expectations

Students must maintain course communications (e.g., email, course announcements, course discussions, etc.) with their peers and instructor(s) to be successful in this course. You are expected to check, read, and respond when necessary to your course communications regularly (i.e., at least two times during the business week). Not reading email is an unacceptable excuse for missing course communications.

Student well-being is our primary concern. If we send you a communication that warrants a response and do not hear back from you after following up twice, we will submit a [Gillings School Graduate Student Early Alert Referral to Academic Coordinator Form](#). To ensure you have the support needed to be successful in this program, your academic coordinator, faculty mentor, assistant dean of master's degree programs, associate dean for student affairs, and/or dean of students may get involved if non-responsiveness becomes a significant concern.

All UNC affiliates (including students, faculty, and staff) must use their University email account to conduct UNC business. Use of personal email addresses, including auto-forwarding to external/personal accounts, is not allowed for conducting University business. For more information, see the [Individual Email Address Policy](#).

Counseling and Psychological Services (CAPS) at UNC Chapel Hill

CAPS is strongly committed to addressing the mental health needs of our diverse student body through timely access to consultation and connection to clinically appropriate services. They offer a [variety of services](#) to meet your mental health needs and are available 24/7. Note: All counseling services provided are completely confidential and in no way connected to your academic record.

August 15, 2023

Honor Code

You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post my course content, you may be violating my intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your intellectual property. In utilizing web sources to upload or download course content, you risk violating the University's 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. To ensure an effective Honor System at UNC, in this course 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 and apply 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, but only if the student themselves produced the work.
- For homework, students may verbally discuss approaches to the problems but each student should independently write up the answer and verify solutions.
- For take-home tests, students must work completely independently without communicating with other students, tutors, or anyone else about any material related to the test questions. The test is 'open book' and 'open notes.'
- When requested, 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.

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. If you have any questions about your rights and responsibilities, consult the [Office of Student Conduct](#) or review the following resources: [Honor System](#); [Honor System module](#); [UNC Library's plagiarism tutorial](#); [UNC Writing Center's handout on plagiarism](#).

Use of Generative AI

Generative artificial intelligence (AI) tools (e.g., ChatGPT) that generate text, images, and media, could aid brainstorming, research, and content creation, and may be useful in public health practice. However, these tools must be used ethically, transparently, and with the understanding of their limitations including circumstances when AI use hinders rather promotes learning.

In this course, Gen AI cannot be:

- Used as a replacement for doing the assigned course readings
- Used solely for the output for completing mathematical computations
- Used solely for the output for submitting written work

August 15, 2023

- Used for cheating or to gain unfair advantages

If you have any questions, please contact the faculty. We reserve the right to submit written assignments to AI detection programs (e.g., iThenticate). Suspected violations will be reported to the University Honor Court.

Unless we provide other guidelines for an assignment or exam, you should follow these guidelines:

AI Use is allowed in a limited way - instructors list explicitly what assignments and/or what aspects of assignments in which AI is allowed.

You can use Generative AI for the following (<Choose only those aspects or assignments where AI is allowed>):

- **Writing and Presentation:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include drafting an outline, preparing individual sections, combining elements, removing redundant parts, and compiling and annotating references. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Multimedia Assignments:** In principle, you may submit material that contains AI-generated content, or is based on or derived from it, if this use is properly documented. This may include the generation of images, audio, music, video, etc. Your documentation must make the process transparent – the submission itself must meet the relevant standards of attribution and validation.
- **Readings and Discussions:** Generative AI can be used to analyze readings. However, you must also do the readings. Generative AI analysis is not a substitute for reading the works themselves. Similarly, participating in online discussions of readings requires that you provide your own contributions. Unless I specifically allow it, do not generate responses to readings using AI.
- **Simulations:** In principle, you may use AI tools for advice or brainstorming. It should not, however, be used to find cheats or other unfair advantages. If a report is part of the assignment, your documentation of how you used AI in completing the simulation must make the process transparent.
- **Group Work:** During class time group work guidelines are based on the type of assignment above (e.g., a group written assignment will use the guidelines for written assignments). But be transparent with team members about use of AI tools. I suggest coming to an agreement about whether and how your team will use such tools.
- **In-Class Activities:** Instructions on the appropriate use of AI for in-class activities will be provided by the faculty.

August 15, 2023

Any uses of AI must include a **statement of how you used AI to complete your work as described in the [UNC Syllabus Guidelines for AI](#)**.

This policy is at your instructor's discretion and may be modified with written notice for specific tests and assignments.

iThenticate

[iThenticate](#) is a writing tool to help ensure that scholarly and research documents such as written assignments, manuscripts, theses, dissertations, and grant applications follow proper citation practices. You may choose to use this software to improve your writing and citations. However, your instructor reserves the right to use the software if any written assignment is suspected of having un-cited or improperly cited work.

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 and sharing assessments from prior terms. Instructors are required to report suspected misuse of course resources to the Office of Student Conduct.

You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post my course content, you may be violating my intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your intellectual property. In utilizing web sources to upload or download course content, you risk violating the [University's Honor Code](#).

Inclusive Excellence

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.

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

- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

August 15, 2023

- 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.

For more information about how we are practicing inclusive excellence at the Gillings School, visit the following webpages: [Inclusive Excellence](#), [Inclusive Excellence Action Plan](#), [Minority Health Conference](#), and [National Health Equity Research Webcast](#).

Additional campus resources include: the [LGBTQ Center](#); [Non-Discrimination Policies at UNC Chapel Hill](#); [Ombuds](#); and [Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill](#).

Land Acknowledgement

Please read The Gillings School's [Land Acknowledgement](#).

Student Feedback and Equity Concerns

Please use the [Student Academic Complaint Process](#) for issues related to administrative processes, curriculum, academic and/or classroom activities. We also value your feedback and suggestions including specific equity concerns and bias-related issues. You can use this form to submit feedback and suggestions, both positive and negative, and share equity related issues. This form will allow you to specifically describe incidents in which racial or other equity-related bias, or microaggressions, occurred. You may submit this form anonymously. However, for us to follow up and provide the necessary support, we encourage you to include your contact information. For further information, please visit the [Student Feedback and Equity Concerns FAQ](#). Please note that this form does not take the place of any University process or policy. If you would like to report an incident under the University's policy on [Prohibited Discrimination, Harassment, and Related Misconduct including Sexual and Gender Based Harassment, Sexual Violence, Interpersonal Violence, and Stalking](#), please visit [Safe At UNC](#) or the [Equal Opportunity and Compliance Office](#) (EOC) for additional information, including resources, contact, and reporting options.

Technical Support

The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If

August 15, 2023

you have problems submitting an assignment or taking a quiz 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 instructors 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 (4357), or by [online help request](#), or by [UNC Live Chat](#).

Safety and Emergency Information at Gillings

Though unlikely, there is always a possibility that there might be some type of emergency during the semester. Emergencies come in many different forms – weather, medical, fire and ones involving people intending to do harm.

As you probably know from your own experience, pre-K through 12th-grade students prepare in advance for emergency situations. As college students, you too need to think in advance about emergency situations. I would like to take a few moments to talk about actions to take in the event of an emergency in our classroom setting.

If there is an emergency, I will stop teaching right away.

- When it is safe to do so, we will call 9-1-1 and identify our building and room number, as well as the issue.
- There are some areas on campus, such as indoors, where you can't hear the Alert Carolina siren. The first warning of an emergency may come to our attention via a messenger at the classroom door or through a personal electronic device.
- If you see or experience something unusual or concerning – before, during or after class – that may lead to an emergency, please let me or another faculty member/administrator or Gillings School security know as soon as possible. Alert me even if you have only an inkling that something may not be right.

It is very important that you make me aware.

In a weather emergency, you may not be able to hear the emergency siren if you are inside of a building. If you are inside, move to an interior room on the lowest floor, and stay away from windows. ***In a medical/mental health emergency***, please make space for first responders to do their work. UNC Police, Fire Department and EMS respond to all medical calls on campus. ***In the case of fire***, do not attempt to carry anything in your hands. Exit quickly in as orderly a way as possible. Help others as much as possible. ***In a situation in which one or more people intend to do harm***, assess the situation and make a decision. Unfortunately, there may not be a clear "right" answer. However, your circumstances may make one of these actions the only viable option to protect yourself.

August 15, 2023

- **Run:** Have an escape route and plan in mind, leave your belongings behind, keep your hands visible, exit the building as quickly and safely as possible, distancing yourself from the threat, and follow law enforcement's direction.
- **Hide:** If you cannot safely evacuate your building or are unsure of the location of the threat, secure your room, classroom or office, creating as many barriers between you and the threat. If you are caught outside, seek shelter inside the nearest building, and secure an interior space. Take the following actions: Lock or secure doors, turn off lights, move into concealed areas of the room away from doors and windows, silence your mobile devices and remain calm and quiet.
- **Fight:** Use this as a last resort if your life is in imminent danger. If there are no other options to safely escape and you are confronted by the intruder, attempt to disrupt or incapacitate the intruder using all available resources (e.g., acting aggressively, yelling, throwing items, improvising weapons).

If you need to exit the building in an emergency, seek cover behind buildings, cars and other solid structures – go as far away as possible while still staying safe. Keep going until you know that you are out of danger.

Here is what you need to do next:

Take the time you need to identify the different entrances and exits in this room and this building. There are many ways in and out of this building. The next time you come to class, think about possible routes. Try different routes so you are aware.

Be better prepared for UNC-specific safety procedures by visiting [Carolina Ready](#).

Important Contacts:

- **Emergencies, anywhere: Call 911**
- **Gillings School Resources:**
 - **Gillings DPS Security:** (919) 357-8037
 - **Building Issues:** (919) 843-7872
 - **Gillings Student Affairs:** (919) 966-2499

Title IX at UNC Chapel Hill

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitations, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator ([Adrienne Allison](#)), [Report and Response Coordinators in the Equal Opportunity and Compliance Office](#), Counseling and Psychological Services (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at the ["Safe at UNC" website](#).

August 15, 2023

Cordial reminders from instructors:

Email

The instructor will typically respond to email within 24-48 hours or less if sent Monday through Friday. The instructors 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. All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette. View this link for more information on email etiquette.

Communication

You are expected to follow common courtesy in all communication to include email, discussion forums, and office hours. 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.

Late Work

Assignments due dates may be negotiated with the instructors if students have extenuating circumstances and arrange a new deadline with the instructors in advance of the original deadline. Final deadlines for the semester project will unlikely change since we have a short timeframe to submit final grades at the end of the semester. Late submissions will receive a 5-point deduction per 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 both instructors via emails timely if you need special accommodation or extension on assignment due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentations is otherwise required to receive points for those activities.

Readings

Required readings for each unit should be completed before completing associated activities (forum posts, assignments, quizzes). Students can decide at their own discretion whether to do the optional readings. Students are strongly encouraged to seek external resources during the semester, and clearly include all proper references and citations in submitted work.

Discussions Forum

You are expected to participate in the online Discussion Forums. When indicated, you are also expected to reply to two student s/peers' postings per discussion forum. 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. You can find the 15 Rules of Netiquette using this link <https://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/> for the online discussion board.

Contributions

You are expected to offer individual contributions in forum discussions and collaborate with fellow students on assignments for which students may work together during class time.

August 15, 2023