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Spring 2018

## PUBH 7650 – PUBLIC HEALTH LEADERSHIP & ETHICS

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**Georgia Southern University – Armstrong Campus\*****PUBH 7650 – PUBLIC HEALTH LEADERSHIP & ETHICS**

Spring Semester 2018

**A. Course Overview****Meeting Times:** Partially Online; Tuesdays, 5:00-10:00pm, University Hall 101, Session 2 (1/8 to 2/27)

**Instructor:** Sara S. Plaspohl, DrPH, CHES  
Associate Professor of Health Sciences  
Office: University Hall 154G  
Phone: (912) 344-2780  
E-mail: [sara.plaspohl@armstrong.edu](mailto:sara.plaspohl@armstrong.edu) - use Armstrong student email account and include "PUBH 7650" in Subject Box. Please do not use personal email accounts, as they are often filtered out as SPAM and may not be received.  
Office hours: Mon. 2:00-5:30; Tues. 9:30-11:00; other times by appt.

**Required Textbooks:**

Rowitz, L. (2017) *Essentials of Leadership in Public Health*. Jones & Bartlett Learning. ISBN #978-1-9365-2319-1

MacKenzie, G. (1998). *Orbiting the Giant Hairball: A Corporate Fool's Guide to Surviving with Grace*. Viking Penguin Publishing. ISBN #978-0-6708-7983-0.

**Additional Resources:**

<http://www.humanmetrics.com>

<http://www.yourleadershiplegacy.com/assessment.html>

**Course Description:** A study of selected issues in public health leadership and ethics. This course is intended to expose students to the basic attributes of effective leaders, helping them apply leadership and ethical principles, theories, and skills to enhance personal and professional capabilities in these areas. Educational methods may include open discussion, assigned readings, case studies, exercises, and presentations developed by both the professor and the students.

**Student Evaluation:**

Assignment	Points
1. Presentation: Reflection on Interview with a Leader	50
2. Presentation: Book Club – Assigned Leadership Book Review	50
3. Leadership Self-Assessment Diary	50
4. Professional Resume	50
5. Reflection Paper: Orbiting the Giant Hairball	50
6. D2L Discussion Boards (5 x 10 points each)	50
7. Exam	50
<b>Total</b>	<b>350</b>

A = 315-350 points (90% -100%)

B = 280-314 points (80% - 89%)

C = 245-279 points (70% - 79%)

D = 210-244 points (60% - 69%)

F = <210 points (< 60%)

## B. Course Objectives

At the completion of the course, the student will be able to meet specific course objectives, each of which contributes to the successful attainment of one or more MPH program competencies as illustrated in the following matrix:

<i>Course Objectives</i>	<i>MPH Core Competencies</i>					<i>MPH Additional Competencies</i>						
	BIO	ENVH	EPI	HSA	SBS	COM	AA	AM	CCD	BPHS	PDPP	LE
1. Develop understanding of leadership concepts and attributes of leadership in public health.				x		x	x	x	x	x	x	x
2. Understand the importance of ethics in leadership and develop awareness of own ethical behavior and its impact on others.				x	x	x	x	x	x	x	x	x
3. Engage in dialogue and learning from public health community leaders to advance public health goals.				x		x	x					x
4. Discuss leadership skills such as mentoring, team building, negotiation, and conflict management.				x		x		x	x	x	x	x
5. Explain how leadership practices and professional ethics relate to equity and accountability in diverse community settings.				x	x	x		x	x			x
6. Distinguish between population and individual considerations in relation to benefits, costs, and burdens of public health programs.				x	x	x			x			x
7. Explore how public health leadership dynamics may evolve to meet future community needs.				x	x	x		x	x		x	x

### MPH CORE COMPETENCIES:

- **Biostatistics (BIO):** Identify and apply appropriate statistical methods to analyze and describe a public health problem.
- **Environmental Health (ENVH):** Understand the relationship between environmental factors and community health; discuss remediation for environmental problems
- **Epidemiology (EPI):** Use epidemiologic methods to analyze patterns of disease and injury; discuss application to address problems.
- **Health Services Administration (HSA):** Demonstrate the ability to apply principles of leadership, policy development, budgeting, and program management in the planning, implementation, and evaluation of health programs for individuals and populations.
- **Social and Behavioral Sciences (SBS):** Address behavioral, social, and cultural factors that impact individual and population health and health disparities over the life span.

### MPH ADDITIONAL COMPETENCIES:

- **Communication (COM):** Convey public health information using a variety of approaches.
- **Analytic/Assessment (AA):** Identify and utilize public health data to assess health status of populations.
- **Administration and Management (AM):** Describe organizational structures, functions, and authorities of local, state, and federal public health agencies.
- **Community Culture and Diversity (CCD):** Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services.
- **Basic Public Health Sciences Skills (BPHS):** Describe scientific evidence related to a public health issue, concern, or intervention.

- **Policy Development and Program Planning (PDPP):** Gather information that will inform policy decisions, and describe implications of policy options.
- **Leadership and Ethics (LE):** Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action.

## C. Health Science Department Policies

### E-mail Policy

The Health Sciences Department often communicates with its students via e-mail about policies, program changes, events, educational opportunities, and advisement, and other important issues. Because of privacy concerns and regulations, all e-mails will be sent to your official Armstrong e-mail address. It is imperative, and your responsibility, to check and maintain this account.

If you correspond with the Health Sciences Department or any of its faculty and staff using an e-mail account other than your assigned Armstrong account, the Department and its faculty are under no obligation to respond and accept no responsibility for information sent therein.

### Behavioral Standards

In addition to the academic requirements for your degree program, there are core performance standards required for its completion. These standards are deemed necessary for success in academic programs and employment in the degree fields:

1. It is essential the student behave in a professional manner. The student must not, in any fashion, cause distraction to the department, faculty, fellow students, or clients. Furthermore, the student must have the ability to: behave in an ethical manner; demonstrate good judgment, maturity (profanity in professional or academic settings will not be tolerated), sensitivity, and emotional stability; and establish effective harmonious relationships with faculty, fellow students, and clients.
2. It is essential that the student have the sensitivity, interpersonal, and professional skills sufficient to interact with individuals, families, and groups. Students will be evaluated using tools such as classroom performance and experiential evaluations, utilized by faculty and site supervisors, on the basis of their ability to appropriately adapt their manner of interaction with clients from a variety of social, emotional, cultural, and intellectual backgrounds.
3. It is essential that the student have communication abilities sufficient for interaction with others in verbal and written form. Students must be able to appropriately adjust presentation/communication styles to a level that is compatible with the communication abilities of the client(s).

### Policy on Distractions

Distractions of any kind negatively affect the fellow students and the professor, impeding the learning process. Any distraction will be viewed a significant disruption of the class, and *the student will be asked to leave the classroom immediately*. Distractions may include:

- Students using the text or voice functions on a cell phone;
- A beeper, cell phone, or any other noise-making device ringing or vibrating;
- Students leaving the classroom repeatedly, or leaving the classroom to make or answer a phone call or text message;
- Students having private conversations in the classroom; and
- Students doing any other work than that which is related to the material being presented in class at that time.

- Students behaving in a manner that substantially interferes with the ability of students and faculty to teach and learn.

Particular attention should be given to cell phones as they are especially distracting. The professor has the right to count the student as absent when the student violates the distraction policy.

### **Code of Student Integrity Policy**

This policy applies to all students enrolled in a course taught by Health Sciences faculty.

Students who are found to have violated the Department of Health Science's Behavioral Standards, Policy on Distractions or ASU's Code of Student Integrity (by plagiarism, cheating, fabrication, or facilitation academic dishonesty, including coursework copyright infringement) will be immediately referred to the Armstrong Office of Student Integrity for adjudication. It is the student's responsibility to know and understand what constitutes cheating, plagiarism, fabrication, etc.

Specific information on the Code of Student Integrity can be found at:

<https://www.armstrong.edu/administration/student-affairs-student-integrity>

### **Campus Carry Policy**

Georgia House Bill 280, commonly referred to as the "campus carry" legislation, took effect July 1, 2017. For more information on this new law (which amends O.C.G.A. § 16-11-127.1) and how it will be implemented on University System of Georgia campuses, including Armstrong State University, please visit the USG website for House Bill 280 at <http://www.usg.edu/hb280>. Individuals must check with the Registrar's Office to verify that the space where they wish to carry meets the requirements of the legislation.

## **D. Course Policies**

### **Attendance/Participation**

All students are expected to attend class and to participate in all class-related activities/assignments. Although you will not be graded directly for your attendance or class participation, engaging other students will benefit the overall course experience and deepen understanding of the course material. Students may discuss course assignments and provide assistance to one another; however, all individual assignments must be the original work of each student.

### **Submission of Assignments**

Due dates for all assignments are indicated in the course schedule. All assignments must be submitted in class via hard copy (unless otherwise specified) *on time* in order to be eligible for full credit.

One of the things you will learn in this class is the effect of timeliness on the success or failure in the workplace. Accepting assignments late reinforces bad time management and procrastination. Therefore, any assignment turned in after the deadline will result in an automatic 10 point deduction if received from one minute to 48 hours after the deadline. Assignments not turned in within 48 hours after the deadline will not be accepted and will receive a grade of zero. Extensions for assignment completion are granted only in cases of emergency when verified by written documentation, at the discretion of the instructor.

Resource files for Assignments will be posted in Desire2Learn (D2L). All Assignments (hard copies) are due at class time on the due date indicated in the course schedule. All Assignments must utilize APA format (unless otherwise specified), be typed with 12-point Times New Roman Arial, or Calibri font, double-spaced, and spell-checked; handwritten Assignments will *not* be accepted. The grade for each

Assignment will include assessment of spelling and grammar.

### Communication

D2L will be used as the standard resource for posting course-related documents from the instructor (e.g., syllabus, handouts, resource materials, etc.). The D2L Grade Book will be used to post all student grades.

D2L will NOT be used for assignment submissions by students. All assignments must be submitted via hard copy to instructor, typically at the beginning of class, unless otherwise instructed.

Supplemental information and materials may be posted in D2L during the semester. Students are responsible for checking the course website on a regular basis for important postings and messages from the instructor. *Failure of the student to check the course website (including the mailbox) does not constitute a valid excuse for submitting assignments late.*

Should a student contact the instructor via regular email (outside of D2L), the email *must* originate from the student's Armstrong student account and *must* have PUBH 7650 in the Subject line. Emails from personal (non-Armstrong) accounts will *not* receive a response.

### APA Style & Writing Help

- APA Style CENTRAL®: <http://www.apastyle.org>
- The Armstrong Writing Center (<http://www.write.armstrong.edu/>)
- Armstrong Lane Library (<http://library.armstrong.edu>)

**E. Course Schedule** (as of 1/9/18; may be revised at discretion of instructor as needed)

Week	Date	Topic/Class Activity	Assignments Due	Weekly Readings*
1	Jan. 9	<ul style="list-style-type: none"> <li>• Introductions with Leadership Legacy Profiles</li> <li>• Review Syllabus</li> <li>• Assignments for Book Club Presentations</li> <li>• Discussion Topics: <ul style="list-style-type: none"> <li>○ Student Expectations for Course</li> <li>○ Personal Leadership Legacy</li> </ul> </li> </ul>	Humanmetrics Jung Typology Test™ Results (4 letter combination) <a href="http://www.humanmetrics.com">http://www.humanmetrics.com</a>	<a href="http://www.yourleaderlegacy.com/assessment.html">http://www.yourleaderlegacy.com/assessment.html</a>
2	Jan. 16	<ul style="list-style-type: none"> <li>• Guest speaker: Crystal Goode, Armstrong Career Services</li> <li>• Discussion: <i>Orbiting the Giant Hairball</i></li> </ul>	Reflection Paper: Orbiting the Giant Hairball	<i>Orbiting the Giant Hairball</i> (MacKenzie)
3	Jan. 23	<ul style="list-style-type: none"> <li>• Guest speaker: Paula Kreissler, Executive Director, Healthy Savannah</li> <li>• Student-Led Discussion: Discussion Board 1 <ul style="list-style-type: none"> <li>○ Leadership at the Personal Level</li> <li>○ Leadership at the Team Level</li> </ul> </li> </ul>	D2L Discussion Board 1**	Ch. 1, 3
4	Jan. 30	<ul style="list-style-type: none"> <li>• Dr. Lawton Davis, Executive Medical Director, Coastal Health District</li> <li>• Student-Led Discussion: Discussion Board 2 <ul style="list-style-type: none"> <li>○ Management &amp; Leadership Continuum</li> <li>○ Six Levels of Leadership</li> </ul> </li> </ul>	D2L Discussion Board 2**	Ch. 4,6
5	Feb. 6	<ul style="list-style-type: none"> <li>• Guest Speaker: Jennifer Woelber, Human Resources Business Consultant, Memorial University Medical Center</li> <li>• Book Club Review: Student Presentations</li> <li>• Student-Led Discussion: Discussion Board 3 <ul style="list-style-type: none"> <li>○ Leadership at the Organizational Level</li> <li>○ Leadership at the Community Level</li> </ul> </li> </ul>	D2L Discussion Board 3**  Assigned Leadership Book Review	Ch 8, 10
6	Feb. 13	<ul style="list-style-type: none"> <li>• Guest Speaker: Dr. Randy McCall, Executive Director, Chatham County Health Department</li> <li>• Student-Led Discussion: Discussion Board 4 <ul style="list-style-type: none"> <li>○ Leadership at the Global Level</li> <li>○ Cross-Cultural Communication</li> </ul> </li> </ul>	D2L Discussion Board 4**  Professional Resume	Ch. 12, 13
7	Feb. 20	<ul style="list-style-type: none"> <li>• Student Presentations: Interview with a Leader</li> <li>• Student-Led Discussion: Discussion Board 5 <ul style="list-style-type: none"> <li>○ Professional Leadership Development</li> <li>○ Professional Public Health Organizations</li> </ul> </li> <li>• Written component of Exam posted in D2L</li> </ul>	D2L Discussion Board 5**  Reflection: Interview with a Leader	Ch. 14, 15
8	Feb. 27	<ul style="list-style-type: none"> <li>• Exam: Participate in oral component (class focus group)</li> </ul>	Leadership Self-Assessment Diary  Written component of Exam	

\*Chapter reading assignments are from the main course text by Rowitz (2017).

\*\* Discussion Board posts in D2L must be completed by classtime on the due date.

## F. Description of Course Requirements

### **Presentation: Reflection on Interview with a Leader (50 points)**

Each student will conduct a semi-structured interview with someone in the community (local or elsewhere) who has leadership expertise. This person need not be in a formal leadership position, but he or she should have at least five years of experience or more in some formal or informal leadership role. The focus of the interview should be on the person's leadership philosophy and style, including keys to success, challenges the person has faced (and how he or she has overcome them), costs and benefits of assuming a leadership role, and what advice this person would offer to others seeking to develop their leadership potential. The presentation to the class should be informal (e.g., a handout is required instead of a PowerPoint) and include key points from the interview, as well as a comparison of those points with leadership principles discussed during the semester. Although this is an informal presentation, it should still exhibit high quality and be well structured and engaging for the class audience.

The presentation should be 10 minutes in length. Refer to Presentation assignment folder in D2L for additional information, including an interview script to be utilized for the activity, as well as the grading rubric for this assignment. Refer to course syllabus for due date.

### **Presentation: Book Club – Assigned Leadership Book Review (50 points)**

Each student will receive a leadership book reading assignment on the first day of class, and will receive a loaner copy of the assigned book. After reading the assigned book, you may partner with another student who has the same reading assignment to prepare a collaborative 10 to 15 minute oral presentation to share the content with the class (peer collaboration will be dependent on class size; for classes with 8 or less students, each student will work individually on this assignment). The class presentation should be informal (e.g., a handout is required instead of a PowerPoint) and include key points from the book, as well as a comparison of those points with leadership principles discussed during the semester.

The book must be returned to the professor on the due date of the presentation or the student will receive a zero for the assignment. Refer to Assignment folder in D2L for additional information, including the structure and content to be utilized for the oral presentation and handout, as well as the grading rubric for this assignment. Refer to course syllabus for due date.

### **Leadership Self-Assessment Diary (50 points)**

Each student will complete a Leadership Self-Assessment Diary that consists of a total of 7 modules with leadership surveys, exercises, and/or questions. Time may be provided during class to work on self-assessments and/or discuss and explore findings.

Refer to the Assignment folder in D2L to download the formatted Diary file (Word document). This will be a self-paced assignment for completion of all 7 modules, and it is recommended that each student complete 1-2 modules per week. The assignment will be submitted as one final document (including all 7 modules) via hard copy. Refer to course syllabus for due date.

### **Professional Resume (50 points)**

Each student will utilize Armstrong's Career Services as a resource to prepare a professional resume. Visit <https://www.armstrong.edu/departments/career-resumes> to get started with this assignment, and use the 2 resource guides (Resume Writing Guide and Resume Worksheet) to create a professional resume, then make an appointment with Career Services to have it critiqued by calling 912.344.2563. This assignment will be submitted via hard copy. Refer to course syllabus for due date.

### **Reflection Paper: Orbiting the Giant Hairball (50 points)**

Each student will read "Orbiting the Giant Hairball" and then write a 3-4 page reflection paper on the book, including their thoughts and opinions about the book content as it applies to public health



leadership and ethics concepts. *This will not be a summary of the book content*, but rather your reflection on the book content. ☺ Each paper should be typed in 12-point font, double-spaced, 1-inch margins, and spell-checked. Refer to course calendar for applicable date.

### D2L Discussion Boards & F/U Class Dialogue (10 points each x 5 = 50 points)

Each student will complete a series of five Discussion Boards in D2L to reflect independent understanding and application of weekly text reading assignments, followed by in-class dialogue to further discuss the material.

Assignment	Main Text Chapters	Due Date & Time for Initial Post in D2L	Due Date & Time for All Responses in D2L
Discussion Board 1	Chapter 1: Management & Leadership Continuum Chapter 3: Levels of Leadership	Jan. 20 @ 11:30pm	Jan. 23 @ 5:00pm
Discussion Board 2	Chapter 4: Leadership at the Personal Level Chapter 6: Leadership at the Team Level	Jan. 27 @ 11:30pm	Jan. 30 @ 5:00pm
Discussion Board 3	Chapter 8: Leadership at the Organizational Level Chapter 10: Leadership at the Community Level	Feb. 3 @ 11:30pm	Feb. 6 @ 5:00pm
Discussion Board 4	Chapter 12: Leadership at the Organizational Level Chapter 13: Leadership at the Community Level	Feb. 10 @ 11:30pm	Feb. 13 @ 5:00pm
Discussion Board 5	Chapter 14: Professional Leadership Development Chapter 15: Professional Public Health Organizations	Feb. 17 @ 11:30pm	Feb. 20 @ 5:00pm

Complete discussion posts are comprised of three parts: (1) the initial post which is due by *Saturday evening at 11:30pm* prior to the next scheduled class session during which the chapters will be discussed; (2) responses to at least three different students and continued discussion with those who respond to your initial post by *class time of 5:00pm*; (3) final dialogue in class on the due date to follow-up on the discussion posts.

Students are expected to be an active participant in each week's discussion. You have a full week to participate, so there should be no reason for you to not be able to do so. Please think of these posts not as busy work, but rather as an opportunity to explore and build on the readings, thereby learning in the process. The ability to articulate one's thoughts discursively with others is valued in the workplace. You get to practice here.

As you prepare to post in the discussion areas, keep in mind that your classmates are depending on you to post so that they can respond in a timely manner. No makeups or late participation will be counted. *If initial post is not posted by the Saturday night due date/time, you will automatically receive a zero for that week's discussion.* Support your team and post early and often!

Participation is a matter of not only quantity of posts (having a presence), but also quality of posts. What constitutes high quality participation in an online discussion? For this class I'll be looking for posts that:

- *Are substantive in content.* While it's nice give brief feedback like "thanks" and "good idea" to your classmates and such messages are not discouraged, they do not count toward your graded contributions. On the flip side, you're not expected to write mini-essays or monologues. In fact, those tend to cut down on dialogue. You're just expected to back up your examples and opinions with sufficient evidence that your reader will believe in what you say.
- *Are thoughtful and well composed.* Spelling and grammar both count!
- *Are responsive either to the initial question or to someone's reply.* Each week you should be engaged in dialogue with others, not just replying to the initial discussion question. Indeed, it can get mighty redundant in some instances if everyone replies to the initial

prompt and no one replies to each other.

- *Extend the conversation in meaningful ways.* Don't just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. Questions are just as meaningful and valuable as posts that offer up one's knowledge!
- *Provide evidence.* How can you support the things that you're saying? Refer directly to the readings, share other sources (e.g., web sites) with us, and/or provide your own detailed examples. However you do it, back up what you say.

**To be considered for full credit each week, you will need to:**

- Write high quality, insightful, and substantive posts
- Be responsive to others in your posts
- Reply to people who have replied to you (carry on the conversation)
- Participate in class discussion on chapter content that follows the completed D2L posts each week per course schedule.

**Discussion Board Grading Rubric for PUBH 7650**

Criteria	Unsatisfactory .5 pts	Satisfactory 1.5 pts	Exemplary 2 pts
<b>Completeness of Thought</b>	Content of the posts are not complete and do not add to the value of the discussion board.	Posts are somewhat complete in content and thought. Posts may or may not extend the conversation in meaningful ways.	Posts are substantive in content, complete thoughts, and extend the conversation in meaningful ways.
<b>Required Posts (includes initial &amp; responses to classmates)</b>	Initial post only; no responses to classmates.	Initial post and minimum of 3 responses to classmates.	Initial post and <i>more</i> than minimum of 3 responses to classmates.
<b>Grammar and Mechanics</b>	Grammatical, spelling and punctuation errors substantially detract from the post.	Grammatical, spelling and punctuation errors are rare and do not detract from the post.	The post is free of grammatical, spelling and punctuation errors.
<b>Engagement Level</b>	Did not engage with students who replied to your post.	Replied to some but not all students who posted on your initial post.	Replied to all students who posted on your initial post.
<b>Class Participation for Follow-Up Discussion</b>	Did not participate in follow-up class discussion		Participated in follow-up class discussion

**Exam (50 points)**

The Exam will have two components. Part 1 will be written and Part 2 will be oral. Part 1 will be posted in D2L one week prior to the last class session, and due (hard copy) on last day of class. Part 2 will be conducted in class in the format of a class focus group on the last day of class (refer to course calendar for date).