

University of Florida
College of Public Health & Health Professions Syllabus
Public Health Management & Leadership (PHC 4117)
Spring 2022

Delivery Format: In-Person (Lecture and Class Discussion) & Asynchronous Online
 Canvas via E-Learning

Instructor Name: Brian Tisher, MBA/MHS
 Class Room Number: Prof. Tisher (HPNP G201)
 Office Number: HPNP 3113
 Phone Number; Prof. Tisher (770-367-3658)
 Email Address: btisher@ufl.edu
 Office Hours: Tuesday 5th period, and Thursdays, 4th period; or By Appointment
 Class Times:

Section 16885:

Lecture: Tuesday, 3rd period
 Class Discussion: Thursday 3rd period

Section 26428:

Lecture: Tuesday, 4th period
 Class Discussion: Thursday, 5th period

Teaching Assistant: TBD
 Preferred Course Communications: email or Canvas

PURPOSE AND OUTCOME

Course Overview

This course is designed to provide students with knowledge and an understanding of the importance of management and leadership in public health organizations. We will work together to foster an overall sense of belonging, encourage diversity of views and perspectives, and leverage the uniqueness each person brings to the class. Together we will create an inclusive climate that allows all of us to do our best work in a safe environment.

Course Objectives and/or Goals:

1. Appraise the importance of leadership skills desired in the health professions by correlating the effect of those leadership practices to their impact on desired health outcomes and healthcare performance for patients, communities, and healthcare organizations when given case studies
 - 1.1. Predict how successful leadership will positively affect health outcomes and healthcare performance in various scenarios.
 - 1.2. Illustrate the impact that quality leadership has upon health outcomes and healthcare performance.
 - 1.3. Describe the attributes of successful healthcare performance.
 - 1.4. Discuss how positive health outcomes are determined.
 - 1.5. Recognize quality leadership skills
 - 1.6. Delineate desired health outcomes
 - 1.7. List components of desired healthcare performance

2. Assess the relevance of leadership skills desired in the health professions by correlating the quality of leadership displayed to the potential for successful job performance and career growth across professional roles in the healthcare industry given realistic scenarios of practice
 - 2.1. Predict how relative strength (or weakness) in a core leadership skill might impact the ability to successfully carry out a core function of a given professional role in the healthcare industry in various scenarios
 - 2.2. Align core leadership skill characteristics and priorities to core functions of various professional roles in the healthcare industry

- 2.3. Explain how specific leadership skills and characteristics align to core leadership priorities for various professional roles in the healthcare industry
 - 2.4. Diagram the relationships among professional roles in the healthcare industry by classifying the core functions of various professional roles
 - 2.5. List leadership skills required for successful job performance in various roles in the healthcare industry
 - 2.6. Define various professional roles in the healthcare industry so that their primary functions are addressed.
3. Analyze general and specific leadership theories and models by comparing and contrasting their relative applicability and efficacy in varied healthcare environments given healthcare industry leadership situations
 - 3.1. Predict how the various aspects of a given leadership style might impact the ability to successfully obtain desired outcomes in varied healthcare environments given various scenarios
 - 3.2. Apply leadership theory and models to various scenarios by generalizing how major leadership styles and core leadership skills impact the realization of desired outcomes
 - 3.3. Discuss the development of leadership theories and models in relation to core leadership skills and major leadership styles
 - 3.4. Describe the relationship between core leadership skills and major leadership styles
 - 3.5. State the major leadership styles so that their key characteristics are addressed.
 - 3.6. Define the core leadership skills such as effective communication, team management, problem solving, decision making, time management, project management, vision casting, motivating others, integrity, developing others, etc.

Instructional Methods

PHC 4117 is a blended learning class combining synchronous, in-person class lecture and class discussion components, as well as an online, asynchronous component.

Preparation for In-person Sessions:

Lectures and Class Discussions will be held in person. A part of the class involves asynchronous, online learning activities which will be completed PRIOR to class discussion. It is important to be prepared each week for Class Discussion.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction (via zoom) to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

DESCRIPTION OF COURSE CONTENT**Course Schedule PHC 4117***

Week Starting	Topics		Homework/Assignments
1/3	Lecture	Class Introduction/Walk through syllabus	Complete Syllabus Quiz
	Online		
	Class Discussion		
1/10	Lecture	Chapter 1 - The Nature of Effective Public Health Leadership	Kognito Training (see end of syllabus)
	Online	https://youtu.be/pxBQLFLei70 - McCraven Speech https://www.forbes.com/sites/williamarruda/2016/11/15/9-differences-between-being-a-leader-and-a-manager/#36dba8d14609	
	Class Discussion	Discuss Welcome Case Study on Dr. Koop. Come to lab to discuss the discussion and application questions.	
	Course Objectives Covered	1, 1.1, 2.3	
1/17	Lecture	Chapter 2 – Professionalism for the Effective Public Health Leader	Examine the professionalism competency and relate personal examples to as many components as you can.
	Online	https://www.aspph.org/teach-research/models/mph-competency-model/ Review the professionalism competency	
	Class Discussion	Discuss, compare, and contrast the components of the ASPPH Professionalism Competency. Do Chapter 2 from the Leadership Application Case Chapter Discussion questions 5 & 6	
	Course Objectives Covered	1.5, 2.1, 2.3	
1/24	Lecture	Chapter 11 – Team Leadership for Public Health	Homework – team contract
	Online		
	Class Discussion	Discuss Team Project – work on team contract Chapter 11 Case Study: Fighting Infant Mortality in Memphis.	
	Course Objectives Covered	2.3, 3.1, 3.6	
1/31	Lecture	Chapter 3 – Traits, Skills, and Styles of Leadership	Take the free MBTI https://www.16personalities.com/ Analyze your results and provide a brief write-up https://www.myersbriggs.org/my-mbti-personality-
	Online	Readings: Improving Health Care Leadership in the Covid-19 Era https://catalyst.nejm.org/doi/full/10.1056/CAT.20.0225 The Unique Challenges – and Opportunities – Facing Leaders of Academic Health Centers	

		During COVID-19 https://www.hsph.harvard.edu/ecpe/challenges-opportunities-facing-leaders-academic-health-centers-during-covid-19/	type/mbti-basics/the-16-mbti-types.htm
	Class Discussion	Based on chapter materials and readings, discuss what leadership challenges will be posed by COVID-19 in terms of 1) health care delivery, 2) public health, and 3) sociodemographic health disparities. Discussion questions 3,5, & 6	
	Course Objectives Covered	1.4, 1,6, 1.7	
2/7	Lecture	Chapter 4 – The Contingency Model and Situational Leadership	No homework this week; prepare for exam
	Online	Read Contingency Management of Health Care Organizations: It Depends by Olden https://www.indeed.com/career-advice/career-development/contingency-theory-of-leadership	
	Class Discussion	Combine what you feel are the best parts of the models and theories on influence, power, and motivation to develop your own leadership model. Turn in for lab grade.	
	Course Objectives Covered	1.3, 1.5 2, 2.1, 2.6, 3.2, 3.6	
2/14	Lecture	Chapter 5 – Path-Goal Theory	https://hbr.org/2010/01/how-leaders-should-think-criti Write a one-page reaction paper on the article
	Online		
	Class Discussion	Exam 1 (Chapter 1,2,11,3,4)	
	Course Objectives Covered	Ones covered in this section of the course	
2/21	Lecture	Chapter 6- The Leader-Member Exchange Theory	
	Online	Watch the following video on leadership: https://youtu.be/wlfCj-ILqHg	
	Class Discussion	Discuss Chapter 6 Leadership Application Case: A Leadership Study. Be prepared to answer discussion questions.	
	Course Objectives Covered	1.2, 2.4	
2/28	Lecture	Chapter 7 – Transformational Leadership	https://healthcareexecutive.org/archives/november-december-2021/breakthrough-leadership-moments Write a one-page reaction paper identifying key leadership skills/qualities exhibited by these leaders.
	Online	https://www.ted.com/talks/edward_crawford_transformational_leadership_courageous_service https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe	
	Class Discussion	Discuss Chapter Case “The Smoking Ban in Lexington Kentucky”	
	Course Objectives Covered	3.3, 3.4	
3/7	Lecture	HAVE A SAFE SPRING BREAK!	No homework-SPRING BREAK
	Online		
	Lab		
	Course		

	Objectives Covered		
3/14	Lecture	Chapter 8 – The Ethical Basis of Public health Leadership	https://www.ache.org/about-ache/our-story/our-commitments/ethics/ethics-self-assessment Analyze and provide a brief write up of your results.
	Online	https://youtu.be/TXh1r0vOX0I	
	Class Discussion	Request to Withhold Diagnosis in Medical Record for Fear of Stigma (need pdf) Here is the link https://www.scu.edu/ethics/focus-areas/bioethics/resources/request-to-withhold-diagnosis-in-medical-record-for-fear-of-stigma/	
	Course Objectives Covered	3.5, 1.5	
3/21	Lecture	Chapter 9 – The Cultural Basis of Public Health Leadership	
	Online	Watch – Black Voices in Research video https://youtu.be/OJk_0d4p9Ls	
	Class Discussion	Discuss Black Voices in Research video and discuss/define what diversity and inclusion mean to creating a safe work environment for effective public health leadership	
	Course Objectives Covered	3, 3.1	
3/28	Lecture	Chapter 10 – Followship	No homework this week; prepare for exam 2
	Online	Watch: https://youtu.be/JNOUO_zZ_kg https://ed.ted.com/best_of_web/ypFEhSjj	
	Class Discussion	Do Chapter 10 from the Leadership Application Case, be prepared to review discussion questions	
	Course Objectives Covered	1.6, 1.7, 3.1	
4/4	Lecture	Chapter 12 – Power and Public Health Leadership	Read article: https://brocku.ca/wp-academic/wp-content/uploads/sites/65/Crucial-Conversations-Resources.pdf Analyze and provide a brief write up of your results.
	Online	https://www.ted.com/talks/jeanne_pinder_what_if_all_us_health_care_costs_were_transparent	
	Class Discussion	Exam 2 (Chapter 5,6,7,8,9)	
	Course Objectives Covered		
4/11	Lecture	Chapter 13 – Mentoring and Coaching Leaders in Public Health	Team Presentation Due 4/14 Individual Leadership Paper Due 4/14.
	Online	Read: https://virtualspeech.com/blog/crucial-	

		conversations	
	Class Discussion	Case Study: Zika Outbreak in Miami, be ready to discuss case questions	
	Course Objectives Covered	2.2, 2.5	
4/18	Lecture	Exam 3 (10, 12, 13)	
	Online		
	Class Discussion		

***Please Note: Schedule is subject to change. Students will be notified via email of any changes to the syllabus schedule. For example, other assignments and homework may be modified as needed.**

Course Materials and Technology

Required Text Book (ebook acceptable)

Leadership for Public Health: Theory and Practice James W. Holsinger, Jr., MD Erik L. Carlton, DrPH, FACHE ISBN: 9781567939354, HAP Book Publishing

Canvas via UF e-learning

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Grading

Requirement	Points or % of final grade (% must sum to 100%)
Exam 1	20%
Exam 2	20%
Exam 3	20%
Homework and Lab Assignments	20%
Team Presentation	20%

Point system used (i.e., how do course points translate into letter grades).

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be at least a 3.0 in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+

or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Laptops/Tablets/Cell phones: Students may be asked to bring a laptop, tablet or cell phone capable of accessing Canvas to lab. Students are expected to conduct themselves maturely and professionally and NOT use their devices for reasons unrelated to the course. Students violating this policy may be asked to leave the lecture/lab and will not receive credit for the day. Cell phones MUST be silenced during lectures and labs.

Exam Policy

There are three unit exams. Exams will be delivered via Canvas using Lockdown Browser.

Policy Related to Make up Exams or Other Work

All make up exams due to extenuating circumstances, such as illness, are at the discretion of the professor and documentation may be required.

Policy Related To Late Assignments and Work

Unless there is prior written approval by the professor, any late assignments will be reduced by **3 percentage grade points per day** to be assessed after the assignment has been graded.

Team Presentations

You will be randomly assigned to groups of four students. As a group, you will determine your presentation topic and assign duties to each team member. It is a good idea to document the responsibilities given to each team member. You will be asked to grade how well team members performed their duties. While the professors and TAs will determine the grade received for the team presentation, the grades you provide will be taken into consideration when determining the overall grade.

Individual Leadership Paper

You will be required to submit a 3-4 page term paper describing your vision and philosophy of leadership based on all that you have learned in the course. This paper will allow you to "share your story" regarding your individual approach to leadership.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

It is important to attend all classes, take detailed notes, and actively participate in class and group discussions in order to succeed in the course. It is also critical for students to work together effectively in a team. The course will go over common behaviors that make individuals good team members. Finally, students are expected to be engaged and respectful of the instructor and guest speakers.

Communication Guidelines

The preferred methods of communication for the course are messages in Canvas (see Course Materials above) or e-mail.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Kognito is a free online training simulation course that teaches effective techniques to help and refer friends, classmates, and peers around you who might be showing signs and symptoms of emotional distress. Kognito has three unique training modules, one for friends and family of students, one for faculty members, one for helping student veterans, and one for helping LGBTQ+ students. You are only expected to complete the At-risk for Students module though we encourage you to explore the other modules as well.

As a friend, family member or UF peer, you may be the first one to notice signs of distress of someone around you. At UF, it is our shared responsibility to look out for one another and we are here to help you support distressed students. The UF Counseling and Wellness Center offers a free online resource, Kognito, to help you practice having difficult conversations and learn tools for when students show signs of stress. With Kognito, you can learn how to talk about these signs, practice sharing your concerns, and learn how to motivate the person in distress to seek help.

To take this course, follow these instructions:

- Go to kognitocampus.com or <https://counseling.ufl.edu/resources/kognito/>
- Click on "Create a New Account"
- *DO NOT USE THE SAME PASSWORD AS YOUR GATORLINK ACCOUNT*
- Fill out form using enrollment key: ufl2323
- Follow the on-screen instructions

Upload your certificate in the assignment folder in canvas

Recording Class Lectures

"Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code."