

Course Title: *Leadership and Management Essentials for Public Health*

Course Number: *PHCO 0513 (3 credits)*

Course Pre- and Co-requisite(s): *None*

Course Location: *Room 1023 (One Riverfront Plaza, School of Public Health in Newark)*

Course Date & Time: *Mondays, 6:00-8:00pm*

Course Instructor: *Rajita Bhavaraju, PhD, CHES
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(When emailing, please include the course number [PHCO0513] in
the subject line.)*

Office Hours: *Tuesdays, 5:00pm-6:00pm and By Appointment*
<https://rutgers.zoom.us/my/bhavarr?pwd=ZlpHUVBtTVV1eW5weFpORHdmdmo1UT09>
(waiting room will be enabled)

Course Website: canvas.rutgers.edu

Required Course Text: *None*

As part of PHCO 0513, students will complete the Clifton Strengths For Students Top 5 assessment. Your instructor will provide you with a code to access and complete the assessment so you will not be paying for the assessment. See Canvas for detailed instructions on how to complete the assessment (instructions are also emailed to registered students.)

Additional/Supplemental Readings/Resources: *All required readings and supplemental materials are posted under each week's module on Canvas.*

Course Description: *This course will introduce MPH students to the general leadership and management principles, theories, and practices in public health. Students will also be introduced to cultural competence and interprofessional education, as well as develop basic negotiation and mediation skills.*

Course Synopsis and Learning Methods: *Class is structured for participatory learning. Most class sessions will include a brief didactic presentation of the week's topic but not summarize the assigned readings. Class time will be spent exploring, analyzing, discussing, critiquing, and/or synthesizing the issues. Students are expected to come to class prepared to discuss the assigned readings.*

Selected Concentration Competencies Addressed: The competencies addressed in this course include:

1. Describe the context in which organizations exist and some of the macro factors that influence organizational behavior (Assessed by Final Take-Home Examination);
2. Apply leadership and/or management principles to address a relevant issue (Assessed by Critiquing Visions and Missions, Self-Awareness Reflection Journal, and Coalition Letter of Inquiry);

3. Apply negotiation and mediation skills to address organizational or community challenges (Assessed by Coalition Letter of Inquiry and Final Take-Home Examination);
4. Demonstrate management skills critical to professional success in organizations, such as communication, emotional intelligence, or performance evaluation (Assessed by Create/Enhance Your LinkedIn Profile and Final Take-Home Examination);
5. Employ positive interpersonal behaviors, coaching skills and inclusive practices (Assessed by Final Take-Home Examination);
6. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (Assessed by Coalition Letter of Inquiry);
7. Describe the factors needed for effective interprofessional team performance (Assessed by Final Take-Home Examination); and
8. Explain basic principles and tools of budget and resource management (Assessed by Coalition Letter of Inquiry and Final Take-Home Examination).

In-Class Small Group Discussions:

We will use small groups to **generate** ideas; **summarize** main points from the readings; **reexamine** ideas presented in previous classes; **process** learning outcomes at the end of class; **compare and contrast** theories, issues, and interpretations; **solve** problems that relate theory to practice; and/or **brainstorm** applications of theory to life. We will use a modified fishbowl discussion protocol where students will be selected in advance to lead the session's discussion in small groups.

Attendance Policy:

Class attendance is **REQUIRED**. In the event that you must miss class for a valid reason (e.g., illness, unexpected emergency, etc.), notify the instructor as soon as possible, preferably by email and provide appropriate documentation. Any student that has more than three *unexcused* absences will receive a zero for the active participation component of their grade (i.e., the highest possible grade will be a 92). Please make every effort to come to class, even if you must arrive late.

Technology Policy:

Technology can be a useful tool for active learning and class interactions; however, it can be distracting and take away from the learning experience for yourself and nearby students (Sana, Weston, and Cepeda, 2013). As such, there will be technology-approved and technology-free periods in the course. If you want to reference readings for class on an electronic device, I ask that you turn off the wi-fi or set them to airplane mode when using.

Research on Taking Notes and Enhancing Your Attention:

Research demonstrates that taking notes by hand rather than on the computer triggers higher-level thinking and leads to higher recall and better understanding (Mueller and Oppenheimer, 2014). Consider taking your notes during our classes by hand either in a notebook or using a smartpen with a tablet – what's important is writing your notes rather than typing your notes.

Paying attention and holding your attention is important for learning. But it is not as easy as it sounds! There are strategies that can help you enhance your attention. Research on meditation has shown that it can help increase our ability to control our attention by changing our brain structure (Jha, 2011) In addition, our brains are wired to pay attention to whatever is most interesting at any point and we can hold that focus until something else shifts our focus away. By removing or eliminating distractions we can help ourselves to stay focused. During our class sessions, consider turning your cell phone off to avoid losing focus every time a text message or notification pops up. And if you have trouble resisting the temptation to check your email or surf

the web when studying, try downloading a website blocker. These website block applications can help eliminate distractions by blocking the apps or websites that tend to compete for your attention. For a list of sample website block applications, visit <https://freedom.to/blog/8-website-blockers-for-studying-productivity-focus/>.

Assignment Standards:

Final Take-Home Examination. The final take-home exam is to be done INDEPENDENTLY, and not with other classmates. (There is no midterm.)

Lateness. Assignments turned in after the official due date and time are considered late. Unless the instructor and student come to an arrangement, there is a 20% point penalty for assignments turned in late. Assignments are uploaded to Canvas before class on the date due (unless otherwise specified). If you need to turn in something after the due date and time, please discuss it with the instructor **BEFORE** the due date (at least 24 hours in advance of a due date) to avoid the point penalty.

Grammar/Spelling. If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within five days with a 20% point penalty or the student can accept a failing grade for the assignment. There is a formal policy on plagiarism in the School catalog that will be the policy for the class.

Citations. Citation style for references in written assignments is American Psychological Association (APA). Please use this APA citation style.

Course Materials. Students are responsible and will be held accountable for all assignments and materials discussed during missed classes. Contact the instructor before or after a missed class to discuss any missed assignments. Slides and assignments are available on Canvas.

Margins and Page Limits Requirements. Refer to each assignment instructions for margins and page limit requirements. A deduction of 20% will occur if an assignment is over the maximum page limit. Assignment instructions are available on Canvas.

Extra Credit. There will be a couple of ways to earn extra credit for this class (such as extra credit posts in your Self-Awareness Reflection Journal). Extra credit opportunities are posted on Canvas.

Course Requirements and Grading: <i>Assignment instructions provided on Canvas.</i>	DUE DATE	GRADE VALUE
Active Participation. Our greatest class resource is you! Your thoughts, ideas, questions, and comments will enrich everyone's learning experience, so please be actively involved in class! Be prepared by reading the course text and articles and participate in classroom discussions.	Weekly	8 points
School of Public Health Honor Code Quiz.	Jan 30	1 point
Self-Awareness Reflection Journal. Each student will write in a weekly reflection journal to apply the knowledge and skills learned in the course. (10 required posts; 5 extra credit)	Weekly Each Friday	15 points
Assignment: The Good, the Bad and the Ugly: Critiquing Visions and Missions. COMPLETED IN-CLASS BUT UPLOAD BEFORE CLASS!! Each student will find and present a critique of two visions and missions for two health-based organizations during class.	Feb 13	8 points
Assignment: Create/Enhance Your Professional LinkedIn Profile. Each student will create (or enhance) a professional LinkedIn profile for themselves and critique other students' profiles.	Your Profile: Mar 27 Your Critiques: Apr 3	6 points
Assignment: Develop a Coalition to Influence Public Health (Coalition Letter of Inquiry). Each student will propose a Coalition and prepare a Letter of Inquiry seeking funding to support the student's coalition. The final Coalition Letter of Inquiry is due at the end of the semester; however, the Letter of Inquiry will entail the following components, which are due throughout the semester. <i>Please pay careful attention to the due dates for these various components of your Letter of Inquiry.</i> DUE DATES: <ul style="list-style-type: none"> • Your Coalition Name and Brief Description (Purpose).....Feb 6 (2 points) • Your Coalition Vision, Mission and Strategic GoalsFeb 27 (5 points) • Your Coalition Budget (Draft #1) COMPLETED IN-CLASS BUT UPLOAD BEFORE CLASS!!!!.....Mar 6 (5 points) • Letter of Inquiry (Draft #1)April 17 (8 points) • Peer Review Comments on Draft Letter of Inquiry.....April 24 (5 points) • Letter of Inquiry and Budget (Final Version).....May 8 (12 points) • Elevator Pitch of Your Coalition and You as Its Leader [video].....May 8 (3 points) 	Varies	40 points
Final Take-Home Examination. One final take-home exam based on readings / lecture materials.	May 9	22 points
		100 points

Grading Policy:

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F

*Grades will NOT be rounded.

DATE/WEEK	COURSE TOPIC	LINK TO COMPETENCIES AND ASSESSMENTS	ASSIGNMENTS/ASSESSMENTS
Jan 23 (Week 1)	Introduction to Course, Leadership, and Coalitions	2. Apply leadership and/or management principles to address a relevant issue <i>(Assessed by Critiquing Visions and Missions, Self-Awareness Reflection Journal, and Coalition Letter of Inquiry)</i>	Online 30: Personal Journal Post (#1-Required) [Due 1/27]
Jan 30 (Week 2)	Leadership: Self-Awareness		Online 30: Personal Journal Post (#2-Required) School of Public Health Honor Code Quiz [Due 2/3]
Feb 6 (Week 3)	Organizational Management: Vision/Mission/Strategic Planning		Online 30: Personal Journal Post (#3-EC) LOI Asgmt: Your Coalition Name and Brief Description [DUE 2/10]
Feb 13 (Week 4)	In-Class Assessment: Critique Visions and Missions -and- Fostering Collaborations: Engaging Stakeholders and Building External Relationships and Coalitions	6. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes <i>(Assessed by Coalition Letter of Inquiry)</i>	Online 30: Personal Journal Post (#4-Required) [Due 2/17] Asgmnt: The Good, the Bad and the Ugly: Critiquing Visions and Missions [DUE 2/13] COMPLETED IN-CLASS BUT UPLOAD BEFORE!!
Feb 20 (Week 5)	Organizational Management: Planning, Budgeting and Resource Management, Pt 1	1. Describe the context in which organizations exist and some of the macro factors that influence organizational behavior <i>(Assessed by Final Take-Home Examination)</i>	Online 30: Personal Journal Post (#5-Required) [Due 2/24] and Personal Budget (EC) Case Study Journal Post (EC) [Due 2/19]
Feb 27 (Week 6)	Organizational Management: Planning, Budgeting and Resource Management, Pt 2	8. Explain basic principles and tools of budget and resource management <i>(Assessed by Coalition Letter of Inquiry and Final Take-Home Examination)</i>	Online 30: Personal Journal Post (#6-Required) Due [3/3] LOI Asgmt: Your Coalition Mission and Vision [DUE 2/27]
Mar 6 (Week 7)	In-Class Assessment: Draft Budget -and- Fostering Collaborations: Group Dynamics and Interprofessional Teamwork	7. Describe the factors needed for effective interprofessional team performance <i>(Assessed by Final Take-Home Examination)</i>	Online 30: Personal Journal Post (#7-EC) [DUE 3/10] LOI Asgmt: Your Coalition Budget (Draft #1) [DUE 3/6] COMPLETED IN-CLASS BUT UPLOAD BEFORE!!
Mar 13	Spring Break – NO CLASS	2. Apply leadership and/or management principles to address a relevant issue <i>(Assessed by Critiquing Visions and Missions, Self-Awareness Reflection Journal, and Coalition Letter of Inquiry)</i>	Online 30: Personal Journal Post (#8-Required) [DUE 3/24]
Mar 20 (Week 8)	Leadership: Styles and Theories		Online 30: Personal Journal Post (#9-EC) [DUE 3/31] Asgmnt: Create/Enhance Your Professional LinkedIn Profile [DUE 3/27]
Mar 27 (Week 9)	Leadership: Leading Change		
Apr 3 (Week 10)	Cultural Competence and Diversity, Part 1	4. Demonstrate management skills critical to professional success in organizations, such as communication, emotional intelligence, or performance evaluation <i>(Assessed by Create/Enhance Your LinkedIn Profile and Final Take-Home Examination)</i>	Online 30: Personal Journal Post (#10-Required) [DUE 4/7] Asgmnt Due: Critique Your Classmates' LinkedIn Profiles [DUE 4/3]
Apr 10 (Week 11)	Cultural Competence and Diversity, Part 2	5. Employ positive interpersonal behaviors, coaching skills and inclusive practices <i>(Assessed by Final Take-Home Examination)</i>	Online 30: Personal Journal Post (#11-EC) [DUE 4/14]
Apr 17 (Week 12)	Managing Others	4. Demonstrate management skills critical to professional success in organizations, such as communication, emotional intelligence, or performance evaluation <i>(Assessed by Create/Enhance Your LinkedIn Profile and Final Take-Home Examination)</i>	Online 30: Personal Journal Post (#12-Required) [DUE 4/21] LOI Asgmt: Letter of Inquiry (Draft #1) [DUE 4/17]
Apr 24 (Week 13)	Managing Up		Online 30: Personal Journal Post (#13-Required) [DUE 4/28] LOI Asgmt: Peer Review Comments [DUE 4/24]
May 1 (Week 14)	Managing Conflict	3. Apply negotiation and mediation skills to address organizational or community challenges <i>(Assessed by Coalition Letter of Inquiry and Final Take-Home Examination)</i>	Online 30: Personal Journal Post (#14-Required) [DUE 5/5]

DATE/WEEK	COURSE TOPIC	LINK TO COMPETENCIES AND ASSESSMENTS	ASSIGNMENTS/ASSESSMENTS
May 8 (Week 15)	Coalition and Elevator Pitch Presentations		Online 30: Personal Journal Post (#15-EC) [DUE 5/9] DUE 5/8: Letter of Inquiry and Budget (Final) DUE 5/8: Elevator Pitch of Your Coalition and You as Its Leader [video] DUE 5/9: Final Take-Home Exam

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html