

Course Title: Leadership and Management Essentials for Public Health

Course Number: PHCO 0513 (3 credits)

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

Course Location: Online/Web-Based

Course Date & Time: Online/Web-Based

Course Instructor: Merlene Fredericks – James MBBS MPH
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Office Hours: Tuesdays, 12 noon-1pm & 5:00pm-6:00pm and By Appointment

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Course Website: canvas.rutgers.edu

Required Course Text: Clifton Strengths For Students Top 5

Additional/Supplemental Readings/Resources: See Canvas for additional readings/resources.

Course Description: This course will introduce MPH students to the general leadership and management principles, theories, and practices in public health. Students will be 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 and independent learning. As an online/web-based course, each week's module will comprise several presentations on that module's topics but not summarize the assigned readings. Time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues through the online discussions and activities.

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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (*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*).

Special Circumstances During COVID-19

The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the [Office of Student Affairs \(studentaffairs@sph.rutgers.edu\)](mailto:studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the [Student Connect Canvas page](#).

Online Discussions and Activities:

We will use online discussions and activities to **generate** ideas; **summarize** main points from the readings; **reexamine** ideas presented in previous modules; **process** learning outcomes at the modules; **compare and contrast** theories, issues, and interpretations; **solve** problems that relate theory to practice; and/or **brainstorm** applications of theory to life.

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 of the presentations (lectures) 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. While viewing the presentations (lectures) or completing the readings, consider turning your cell phone off to avoid losing focus every time a text message or notification pops up. And if you're still having trouble resisting the temptation to check your email or surf the web, 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.

Lateness. Assignments turned in after the official collection period are considered late. Unless the instructor and student come to an arrangement at least one week before class, there is a 20% point penalty for written work turned in late. Assignments due on Mondays should be uploaded to Canvas no later than 10:00 am EST, while those due on Thursdays should be uploaded no later than 8:00pm EST on the due date (unless otherwise specified). If you need to turn in something after the date due, please discuss it with the instructor **BEFORE** the due date to avoid 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. 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 for electronic references.

Course Materials. Students are responsible and will be held accountable for all assignments and materials. Readings, presentations 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 Grading Summary: Assignment Groups

Assignments will be graded by points but will be grouped in Canvas by Assignment Groups.

Assignment Groups	Percentage of Total grade
Online Discussions and Activities	27.2%
Individual Assignments	48%
Peer Review Assignments	8.8%
Final Exam	16%

Total = 100%

See table below and Canvas for additional details on assignments.

Course Requirements and Grading: <i>Assignment instructions provided on Canvas.</i>	DUE DATE	GRADE VALUE
Online Discussions and Activities (Student Engagement). Our greatest class resource is you! Your perspective will enrich everyone’s learning experience, so please be actively involved in class! Read course materials and participate in the online discussion and activities.	Weekly	34 points
School of Public Health Honor Code Quiz	May 26	1 point
Self-Awareness Reflection Journal. Each student will write, or post audio or video in a weekly reflection journal to apply the knowledge and skills learned in the course. (See Canvas for details)	Weekly	12 points (8 required posts)
Assignment: The Good, the Bad and the Ugly: Critiquing Visions and Missions. Each student will find and present a critique of two visions and missions for two health-based organizations using VoiceThread. (Part 1: Your Critique; Part 2: Your Feedback - Peer Review)	Part 1: June 13 Part 2: June 20	12 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: June 27 Your Critiques: July 11	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) June 6 (2 points) • Your Coalition Vision, Mission and Strategic Goals June 20 (5 points) • Your Coalition Budget (Draft #1) July 5 (5 points) • Letter of Inquiry (Draft #1) July 18 (8 points) • Peer Review Comments on Draft Letter of Inquiry July 25 (5 points) • Letter of Inquiry and Budget (Final Version) August 15 (12 points) • Elevator Pitch of Your Coalition and You as Its Leader [video] August 15 (3 points) 	Mondays by 10 am, with the exception of July 5 (a Tuesday)	40 points
Final Take-Home Examination. One final take-home exam based on readings / lecture materials.	August 19	20 points
<i>(Grades will be represented as percentages in Assignment Groups within Canvas)</i>		125 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
May 23 (Mod1/Wk1)	Introduction to Course, Leadership, and Coalitions	2. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (<i>Assessed by Critiquing Visions and Missions, Self-Awareness Reflection Journal, and Coalition Letter of Inquiry</i>)	Online 30: Personal Journal Post (#1-Required) Student Video Introductions [Due 5/26] School of Public Health Honor Code Quiz [Due 5/26]
May 30 (Mod2/Wk2)	Leadership: Self-Awareness		Online 30: Personal Journal Post (#2-Required) Syllabus Hypothesis Activity [Due 5/30] Week 2 Discussion [DUE 6/2]
Jun 6 (Mod3/Wk3)	Organizational Management: Vision/Mission/Strategic Planning		Online 30: Personal Journal Post (#3-EC) LOI Asgmt: Your Coalition Name, Desc. Purpose [DUE 6/6] Week 3 Discussion [DUE 6/9] Online activity [DUE 6/13]
Jun 13 (Mod4/Wk4)	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-EC) Asgmnt: The Good, the Bad and the Ugly: Critiquing Visions and Missions [PT 1: DUE 6/13; PT 2: DUE 6/20] Week 4 Discussion [DUE 6/16] (<i>Personal budget (EC)</i>)
Jun 20 (Mod5/Wk5)	Organizational Management: Planning, Budgeting and Resource Management	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>) 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 (#5-Required) LOI Asgmt: Your Coalition Mission, Vision, Goals [DUE 6/20] Asgmnt: The Good, the Bad and the Ugly: Critiquing Visions and Missions [PT 2: DUE 6/20] Week 5 Discussion [DUE 6/23]
Jun 27 (Mod6/Wk6)	Cultural Competence and Diversity	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>) 5. Employ positive interpersonal behaviors, coaching skills and inclusive practices (<i>Assessed by Final Take-Home Examination</i>)	Online 30: Personal Journal Post (#6-Required) Asgmnt: Create/Enhance Your Professional LinkedIn Profile [DUE 6/27] Week 6 Discussion [DUE 6/30] (<i>Your Coalition Budget (Draft #1): Submit for pre-grading feedback from the instructor.</i>)
Jul 4 (Mod7/Wk7)	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) LOI Asgmt: Your Coalition Budget (Draft #1) [DUE 7/5] Week 7 Discussion [DUE 7/7]
Jul 11 (Mod8/Wk8)	Leadership: Styles and Theories	2. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (<i>Assessed by Critiquing Visions and Missions, Self-Awareness Reflection Journal, and Coalition Letter of Inquiry</i>)	Online 30: Personal Journal Post (#8-Required) Asgmnt Due: Critique Your Classmates' LinkedIn Profiles [DUE 7/11] Week 8 Discussion [DUE 7/14]
Jul 18 (Mod9/Wk9)	Leadership: Leading Change		Online 30: Personal Journal Post (#9-EC) LOI Asgmt: Letter of Inquiry (Draft #1) [DUE 7/18] Week 9 Discussion [DUE 7/21] (<i>Budget activity EC</i>)
Jul 25 (Mod10/Wk10)	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 (#10-Required) LOI Asgmt: Peer Review Comments [DUE 7/25] Online activities (1, 2 &3) [DUE 7/25] Week 10 Discussion [DUE 7/28]

DATE/WEEK	COURSE TOPIC	LINK TO COMPETENCIES AND ASSESSMENTS	ASSIGNMENTS/ASSESSMENTS
Aug 1 (Mod11/Wk11)	Managing Up	5. Employ positive interpersonal behaviors, coaching skills and inclusive practices <i>(Assessed by Final Take-Home Examination)</i>	Online 30: Personal Journal Post (#11-Required) <i>(Optional Resubmission: LOI (Draft #1): [DUE 8/1])</i> Week 11 Discussion [DUE 8/4]
Aug 8 (Mod12/Wk12)	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 (#12-EC) Week 12 Discussion [DUE 8/11] <i>(Response to Week 12 Discussion: EC)</i>
Aug 15 (Mod13/Wk13)	Coalition and Elevator Pitch Presentations -and- Course Wrap-Up		Online 30: Personal Journal Post (#13-Required) Letter of Inquiry and Budget (Final) [DUE 8/15] Elevator Pitch of Your Coalition and You as Its Leader (video) [DUE 8/15] Final Take-Home Exam [DUE 8/19]

Self-Awareness Reflection Journal – Due Dates

The instructions and expectations for the Journal are posted on Canvas.

- **REQUIRED:** Post your journal entry by Thursday each week (by 8:00pm EST). Each required journal entry is worth 1.5 points. There are eight (8) required journal entries which are due on:
POST 1-Required. May 26, 8:00PM (For Module 1)
POST 2-Required. June 2, 8:00PM (For Module 2)
POST 5-Required. June 23, 8:00PM (For Module 5)
POST 6-Required. June 30, 8:00PM (For Module 6)
POST 8-Required. July 14, 8:00PM (For Module 8)
POST 10-Required. July 28, 8:00PM (For Module 10)
POST 11-Required. August 4, 8:00PM (For Module 11)
POST 13-Required. August 18, 8:00PM (For Module 13)
- **OPTIONAL:** There are five (5) optional journal entries for Extra Credit which are also due by Thursday, 8:00pm EST, each week. Each optional journal entry is worth 1.5 points. There are five (5) optional journal entries which are due on:
POST 3-Extra Credit. June 9, 8:00PM (For Module 3)
POST 4-Extra Credit. June 16, 8:00PM (For Module 4)
POST 7-Extra Credit. July 7, 8:00PM (For Module 7)
POST 9-Extra Credit. July 21, 8:00PM (For Module 9)
POST 12-Extra Credit. August 11, 8:00PM (For Module 12)
- **A 20% point penalty will be applied to journal entries which are posted late.**

Online Discussions and Activities (Student Engagement) – Due Dates

The instructions and expectations for the Online Discussions and Activities are posted on Canvas. Prompts for Online Discussions will be provided by the instructor by 5 pm on Friday each week, for Discussions which are due the following Thursday, by 8:00pm EST. Students are encouraged to make original posts by Sundays (latest Tuesdays at 8pm), to facilitate replies by your peers before the due date of Thursdays (by 8:00pm EST).

See Canvas for due dates for online Discussions and other Online Activities.

Discussions, Activities and Assignments are generally due on Mondays by 10 am and Thursdays by 8 pm. See Canvas for the few exceptions.

A 20% point penalty will be applied to Online Discussions and Activities entries which are posted late.

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](#).



School of Public Health

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