RUTGERS
School of Public Health

Course Title:	*Public Health Essentials*
Course Number:	*PHCO 0513 (3 credits)*

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

Course Location:	*New Brunswick*
Course Date & Time:	*Fridays, 3-5pm*
Course Instructor:	*Laura E. Liang, DrPH, CHES, CPH* *Associate Dean for Academic Affairs* *Assistant Professor, Department of Health Behavior, Society and Policy, Rutgers School of Public Health* *683 Hoes Lane West, Room 115, Piscataway, NJ* *(732) 235-9752 laura.liang@rutgers.edu* *(When emailing, please include the course number [PHCO0513] in the subject line.)*
Office Hours:	*Mondays, 1:30pm-2:30pm*
Course Assistant:	*Binu Singh, MPH, PhD candidate (bs649@sph.rutgers.edu)* *Laura Bruce, MPH candidate (laura.bruce@rutgers.edu)*
Course Website:	*canvas.rutgers.edu*
Required Course Text:	*See Canvas for required readings.*

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 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 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (Assessed by Examine the Evidence on Leadership/Management, Critique Visions and Strategic Plans, and Self-Awareness Reflection Paper);
3. Apply negotiation and mediation skills to address organizational or community challenges (Assessed by 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 Using Coalitions to Influence Public Health and Final Take-Home Examination);
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 Final Take-Home Examination).

Course Requirements and Grading:

	GRADE VALUE
<u>Active Participation</u>. 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 the classroom discussions.	8 points
<u>Engage through Twitter.</u> Each student will apply the knowledge and skills learned in the course. More details will be provided on Canvas.	12 points (6 required)
<u>Assignment 1: Create/Enhance Your Professional LinkedIn Profile.</u> Each student will create (or enhance) a professional LinkedIn profile for themselves and critique other students' profiles. More details will be provided on Canvas.	5 points
<u>Assignment 2: Compare and Contrast Visions and Strategic Plans</u>. Each student will find and critique three visions and strategic plans for three health-based organizations. More details will be provided on Canvas.	15 points
<u>Assignment 3: Self-Awareness Reflection Paper</u>. Each student will prepare a 3-page maximum reflection paper that explores what they learned about their leadership style inventory and how they might use that to enhance their own leadership skills. More details will be provided on Canvas.	10 points
<u>Assignment 4: Using Coalitions to Influence Public Health</u>. More details will be provided on Canvas.	15 points
<u>Assignment 5: Examine the Evidence on Leadership/Management</u>. Working in small groups, students will prepare a short 5-minute video examining the evidence regarding a leadership or management topic of interest. More details will be provided on Canvas.	15 points
<u>Final Take-Home Examination</u>. One final take-home exam based on readings and lecture materials will be given. More details will be provided on Canvas.	20 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.

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 randomly selected to lead the session's discussion in small groups. In addition, we will be changing small groups regularly throughout the semester so please expect to change your seating location.

Attendance Policy:
Class attendance is <u>**REQUIRED**</u>. 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 90). 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). In addition, 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). 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. For example, turn off your cell phones or set them to airplane mode, after you have checked into Arkaive, or in emergent circumstances, inform me that you are expecting a call.

Assignment Standards:

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 are uploaded to Canvas before class on the date due (unless otherwise specified). If you need to turn in something after the date due, please discuss it with the instructor 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 one week 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 given out during missed classes. Contact the instructor before or after a missed class to pick up any materials provided. Slides and assignments will be available via 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 will be available on Canvas.

Extra Credit. There will be a couple of ways to earn extra credit for this class (such as being actively engaged in the Twitter conversations-above expectations and for quality). Extra credit opportunities will be posted on Canvas.

DATE/WEEK	COURSE TOPIC	LINK TO COMPETENCIES AND ASSESSMENTS	ASSIGNMENTS/ASSESSMENTS
Sep 6 (Week 1)	Introduction to Course and Our CliftonStrengths	—Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making *(Assessed by Examine the Evidence on Leadership/Management, Critique Visions and Strategic Plans, and Self-Awareness Reflection Paper)*	Online 30: Engage in Twitter (R)
Sep 13 (Week 2)	Organizational Management: Vision/Mission/Strategic Planning		Online 30: Engage in Twitter (R)
Sep 20 (Week 3)	Organizational Management: Planning, Budgeting and Resource Management	—Describe the context in which organizations exist and some of the macro factors that influence organizational behavior *(Assessed by Final Take-Home Examination)* —Explain basic principles and tools of budget and resource management *(Assessed by Final Take-Home Examination)*	Assignment 1a Due (Sep 20): Create/Enhance Your Professional LinkedIn Profile Online 30: Personal Budget
Sep 27 (Week 4)	Leadership: Self-Awareness	—Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making *(Assessed by Examine the Evidence on Leadership/Management, Critique Visions and Strategic Plans, and Self-Awareness Reflection Paper)*	Assignment1b Due (Sep 27): Create/Enhance Your Professional LinkedIn Profile (Critique Classmates' Profiles) Online 30: Engage in Twitter (R)
Oct 4 (Week 5)	Leadership: Styles and Theories		Online 30: Engage in Twitter (EC)
Oct 11 (Week 6)	Leadership: Addressing Challenges		Assignment 2 Due (Oct 18): Compare and Contrast Visions and Strategic Plans
Oct 18 (Week 7)	Managing Others:	—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)*	Online 30: Engage in Twitter (R)
Oct 25 (Week 8)	Managing Up		Online 30: Engage in Twitter (EC)
Nov 1 (Week 9)	Managing Conflict	—Apply negotiation and mediation skills to address organizational or community challenges *(Assessed by Final Take-Home Examination)*	Assignment 3 Due (Nov 1): Self-Awareness Reflection Paper
Nov 8 (Week 10)	Fostering Collaborations: Group Dynamics and Interprofessional Teamwork	—Describe the factors needed for effective interprofessional team performance *(Assessed by Final Take-Home Examination)* —Employ positive interpersonal behaviors, coaching skills and inclusive *(Assessed by Final Take-Home Examination)*	Online 30: Engage in Twitter (R)
Nov 15 (Week 11)	Fostering Collaborations: Group Dynamics and Interprofessional Teamwork		Assignment 5 Due (Nov 15): Examine the Evidence on Leadership/Management (outline of key findings from lit review) Online 30: Engage in Twitter (EC)
Nov 22 (Week 12)	Fostering Collaborations: Engaging Stakeholders and Building External Relationships and Coalitions		
Nov 27 (Week 13)	NO CLASS – THANKSGIVING BREAK		
Dec 6 (Week 14)	Cultural Competence and Diversity	—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)*	Assignment 4 Due (Dec 13): Using Coalitions to Influence Public Health Online 30: Engage in Twitter (R)
Dec 20 (Week 15)	Group Video Presentations: Due: Examine the Evidence on Leadership/Mgmt		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