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PUBH 7890 – Special Topics in Capstone: Public Health Leadership

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 7890 – Special Topics in Capstone: Public Health Leadership
Fall Semester 2019

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<u>Office Hours:</u>	T/Th 9:30-12; W by appointment only
<u>Class Meets:</u>	As needed by student

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: A minimum grade of "B" in PUBH 6533, PUBH 6534, PUBH 6535, PUBH 6541, and GEPH 7130, or equivalents.

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials is available for up to one year after graduation.

Catalog Description

Serves as culminating experience enabling students to synthesize and apply aggregate key program concepts to support workforce development as they prepare to serve as public health leaders within the community; methods utilized to promote professional development include case studies, assigned readings, and multiple interactions with community public health leaders.

Required Textbook:

Farley, T. (2015). *Saving Gotham*. W.W. Norton & Company. ISBN #978-0393071245

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

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

Required Resources:

<http://www.humanmetrics.com>

MPH Core Student Learning Outcomes

1. Select quantitative and quantitative data collection methods appropriate for a given public health context (#2)
2. Analyze and Interpret data for public health research, policy, or practice (#4, edited)
3. Assess population needs, assets, and capacities that affect communities' health (#7)
4. Design a population-based policy, program, project or intervention (#9)
5. Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)

CEPH Concentration Competencies

1. Demonstrate how data and information are used to improve individual, program, and/or organizational performance (e.g., selection and use of valid and reliable quantitative and qualitative data, data-driven decision making, data management, performance measurement).
2. Explain the importance of evaluations for improving programs, and services.
3. Target/Tailor messages for disseminating public health data and information (e.g., social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings).
4. Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services.
5. Engages community members to improve health in a community (e.g., input in developing and implementing community health assessments and improvement plans, feedback about programs and services).
6. Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action.

CEPH MPH Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

1. Students will demonstrate an understanding of leadership concepts and attributes of leadership in public health, with application to their own professional development. (Activity 1)
2. Students will engage in dialogue and learning from public health community leaders to advance public health goals. (Activity 2)
3. Students will discuss leadership skills such as mentoring, team building, negotiation, and conflict management. (Activity 3)
4. Students will explain how leadership practices and professional ethics relate to equity and accountability in diverse community settings. (Activity 4)
5. Students will discuss how public health leadership dynamics may evolve to meet future

community needs. (Activity 5)

Assessment of Student Learning

MPH Concentration Competency	Assessment
6. Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action.	All students interview public health leaders to learn about their leadership philosophy, background, experiences, tips for academic and professional success, and the importance of networking and community engagement.

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Overview of the content to be covered over the semester:

Date	Topic(s)	Readings, Videos, Assignments	Assessments
Week 1: 8/19 - 8/25	<p>Introductions</p> <p>Review Syllabus</p> <p>Assignments for Book Club Presentations</p> <p>Student Expectations for Course</p> <p>Discussion: Reflections on Leadership Legacy and Humanmetrics (Jung/Briggs Myers Types) Assessments</p>	<p>http://www.yourleader.shipleadership.com/assessment.html</p> <p>http://www.humanmetrics.com/</p>	<p>Individual assessment: Each student will complete 2 online assignments to assess leadership traits. Each student will receive personalized feedback for the results of their Personality Test (Jung, Briggs Myers Types). Both assessments should be submitted to the appropriate box in FOLIO by Sunday, August 25 at 11:59pm et.</p> <p>Individual assessment: Each student will be assigned to read a classic leadership book (<i>Saving Gotham</i> by Tom Farley) to assess the author’s leadership philosophy and for the student to complete a critique and presentation.</p>
Week 2: 8/26 - 9/1	<p>Introduction to Public Health Leadership</p> <p>The Management and Leadership Continuum</p>	<p>Rowitz: Introduction (pp. 1-10)</p> <p>Rowitz: Chapter 1 (pp. 11-21)</p> <p>Video: How Great Leaders Inspire Action/Simon Sinek https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en</p>	<p>Individual assessment: Each student will complete/submit an electronic assignment (“Introduction & Chapter 1 Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings.</p> <p>Individual assessment: Each student will post a reflection in an online Discussion Board (“Sinek Video Discussion Board”), which is focused on the media of the week.</p>
Week 3: 9/2 – 9/8	<i>Orbiting the Giant Hairball</i>	<p><i>Orbiting the Giant Hairball</i> (MacKenzie)</p> <p>OTGH Reflection Paper due in FOLIO by Sunday, September 8th @ 11:59pm et</p>	<p>Individual assessment: Each student will submit an electronic Reflection Paper on the reading assignment, assessing the reading assignment as applied to their individual experiences with leadership.</p> <p>Individual assessment: Each student will post a reflection in an online Discussion Board (“OTGH Discussion Board”), which is focused on the media of the week.</p>

Date	Topic(s)	Readings, Videos, Assignments	Assessments
Week 4: 9/9 – 9/15	Public Health and Adaptive Leadership	Rowitz: Chapter 2 (pp. 23-32) Video: Three Questions to Ask Yourself About Everything You Do/Stacey Abrams https://www.ted.com/talks/stacey_abrams_3_questions_to_ask_yourself_about_everything_you_do	Individual assessment: Each student will complete/submit an electronic assignment (“Chapter 2 Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings. Individual assessment: Each student will post a reflection in an online Discussion Board (“Abrams Video Discussion Board”), which is focused on the media of the week.
Week 5: 9/16 – 9/22	The Six Levels of Leadership Begin Public Health Leadership Interviews	Rowitz: Chapter 3 (pp. 33-51) First Public Health Leader Interview due in FOLIO by Sunday, September 22nd @ 11:59pm et.	Individual assessment: Each student will complete/submit an electronic assignment (“Chapter 3 Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings. Individual assessment: Students will interview public health leaders regarding their leadership philosophy, background, experiences, tips for academic and professional success, and the importance of networking and community engagement.
Week 6: 9/23 – 9/29	Leadership at the Personal Level	Rowitz: Chapter 4 (pp. 55-63) Video: The Happy Secret to Better Work/Shawn Achor https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work?language=en	Individual assessment: Each student will complete/submit an electronic assignment (“Chapter 4 Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings. Individual assessment: Each student will post a reflection in an online Discussion Board (“Achor Video Discussion Board”), which is focused on the media of the week.

Date	Topic(s)	Readings, Videos, Assignments	Assessments
Week 7: 9/30 – 10/6	Leadership and Quality of Life	<p>Rowitz: Chapter 5 (pp. 65-78)</p> <p>Video: The Puzzle of Motivation/Dan Pink https://www.ted.com/talks/dan_pink_on_motivation?language=en</p>	<p>Individual assessment: Each student will complete/submit an electronic assignment (“Chapter 5 Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings.</p> <p>Individual assessment: Each student will post a reflection in an online Discussion Board (“Pink Video Discussion Board”), which is focused on the media of the week.</p>
Week 8: 10/7 – 10/13	Leadership at the Team Level	<p>Rowitz: Chapter 6 (pp. 79-91)</p> <p>Video: How to Educate Leaders? Liberal Arts/Patrick Awuah https://www.ted.com/talks/patrick_auuah_on_educating_leaders</p>	<p>Individual assessment: Each student will complete/submit an electronic assignment (“Chapter 6 Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings.</p> <p>Individual assessment: Each student will post a reflection in an online Discussion Board (“Awuah Video Discussion Board”), which is focused on the media of the week.</p>
Week 9: 10/14 – 10/20	<p><i>Saving Gotham</i></p> <p>Interview with a Public Health Leader</p>	<p>Second Public Health Leader Interview due in FOLIO by Sunday, October 20th @ 11:59pm et.</p> <p>Book review due in FOLIO by Sunday, October 20th @ 11:59pm et.</p>	<p>Individual assessment: Each student will submit an electronic Reflection Paper on the reading assignment, assessing the reading assignment as applied to their individual experiences with leadership.</p> <p>Individual assessment: Students will interview public health leaders regarding their leadership philosophy, background, experiences, tips for academic and professional success, and the importance of networking and community engagement.</p>

Date	Topic(s)	Readings, Videos, Assignments	Assessments
Week 10: 10/21 – 10/27	Leadership at the Organizational Level	Rowitz: Chapter 8 (pp. 112-122) Video: Everyday Leadership/Drew Dudley https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en	Individual assessment: Each student will complete/submit an electronic assignment (“Chapter 8 Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings. Individual assessment: Each student will post a reflection in an online Discussion Board (“Dudley Video Discussion Board”), which is focused on the media of the week.
Week 11: 10/28 – 11/3	Leadership at the Community Level	Rowitz: Chapter 10 (pp. 135-146) Video: Why it’s Worth Listening to People You Disagree With/Zachary Wood https://www.youtube.com/watch?v=LY5hMMjiN6k	Individual assessment: Each student will complete/submit an electronic assignment (“Chapter 10 Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings. Individual assessment: Each student will post a reflection in an online Discussion Board (“Wood Video Discussion Board”), which is focused on the media of the week.
Week 12: 11/4 – 11/10	Professional Leadership Development	Rowitz: Chapter 14 (pp. 173-180) Video: How to Find the Person Who Can Help You Get Ahead at Work/Carla Harris https://www.ted.com/talks/carla_harris_how_to_find_the_person_who_can_help_you_get_ahead_at_work	Individual assessment: Each student will complete/submit an electronic assignment (“Chapter 14 Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings. Individual assessment: Each student will post a reflection in an online Discussion Board (“Harris Video Discussion Board”), which is focused on the media of the week.

Date	Topic(s)	Readings, Videos, Assignments	Assessments
Week 13: 11/11 – 11/17	Resume Interview with a Public Health Leader	Final Public Health Leader Interview due in FOLIO by Sunday, November 17 th @ 11:59pm et. Resume due in FOLIO by Sunday, November 17 th @ 11:59pm et.	Individual assessment: Each student will submit their resume, which has been reviewed by the Georgia Southern University Office of Career and Professional Development. Individual assessment: Students will interview public health leaders regarding their leadership philosophy, background, experiences, tips for academic and professional success, and the importance of networking and community engagement.
Week 14: 11/18 – 11/24	Collaboration and Change The Importance of Lifelong Learning Final Exam posted in FOLIO	Rowitz: Chapter 7 (pp. 93-110) and Epilogue (pp. 189-196) Video: How to Live Before You Die/Steve Jobs https://www.ted.com/talks/steve_jobs_how_to_live_before_you_die	Individual assessment: Each student will complete/submit an electronic assignment (“Chapter 15 and Epilogue Discussion Questions”) in FOLIO to assess comprehension and application of weekly readings. Individual assessment: Each student will post a reflection in an online Discussion Board (“Jobs Video Discussion Board”), which is focused on the media of the week.
Week 15: 11/25 – 12/1	THANKSGIVING BREAK!		
Week 16: 12/2 – 12/6	Work time to complete Final Exam.	Leadership Self-Assessment Diary due in FOLIO by Sunday, December 6 th @ 11:59pm et.	Individual assessment: Each student will submit a Leadership Self-Assessment Diary which they have maintained during the semester; it will include an array of self-assessment resources, reflections on weekly course activities and plans for application of concepts to personal professional development.
Finals Week	(Finals Week) Final Exam due (in FOLIO) no later than 12:00pm on Thursday, December 12th.	Final Exam due in FOLIO by Thursday, December 12 th @ 12:00pm et.	Individual assessment: Each student will submit electronic version of Final Exam to discuss application of leadership concepts to their own leadership philosophies and practices.

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods

This is a hybrid course that includes a combination of class meetings and online activities. Class meetings will be a combination of class discussion, guest presentations by community leaders, student presentations, and active participation. Prior to each class, the student is encouraged to complete the recommended readings and actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each class experience. Online activities will include a series of text chapter discussion questions and discussion boards to facilitate student engagement for discussion of assigned readings and videos, and application of course content to each student's professional leadership development.

Grading

<u>Assignment</u>	<u>Points</u>
1. Presentation: Reflection on Interview with a Leader	50
2. Presentation: Book Club – Assigned Leadership Book Review	50
3. Leadership Self-Assessment Diary	50
4. Professional Resume	50
5. Reflection Paper: Orbiting the Giant Hairball	50
6. Chapter Discussion Questions (10 x 10 points each)	100
7. Discussion Boards – 9 Videos + 1 Reading (10 x 10 points each)	100
8. Final Exam	50
Total	500

A = 450-500 points (90% -100%)

B = 400-449 points (80% - 89%)

C = 350-399 points (70% - 79%)

D = 300-349 points (60% - 69%)

F = <300 points (< 60%)

Description of Course Requirements

Interview with a Public Health Leader (50 points)

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

The presentation should be 10 minutes in length. Refer to Presentation assignment folder in FOLIO for additional information, including an interview script to be utilized for the activity, as well as the grading rubric for this assignment. Refer to course syllabus for due date. Presentations may be done in person or may be pre-recorded and posted on FOLIO. Please let your professor know your preference.

Suggested public health leaders include:

- Dr. Kathleen Benton (Hospice Savannah)
- Ms. Paula Kreissler (Healthy Savannah)
- Dr. Randy McCall (Chatham Co. Hlth. Dept.)
- Ms. Melissa Reams (Upstream Consulting)
- Ms. Corine Ackerson-Jones (GSU TRiO Program)
- Dr. Lawton Davis (Coastal Health District)

Assigned Leadership Book Review (50 points)

Each student will receive a leadership book reading assignment the first week of class, and will receive a

loaner copy of the assigned book. After reading the assigned book, you will create a 10 minute oral presentation to share with the professor. The presentation should include key points from the book, as well as a comparison of those points with leadership principles discussed during the semester.

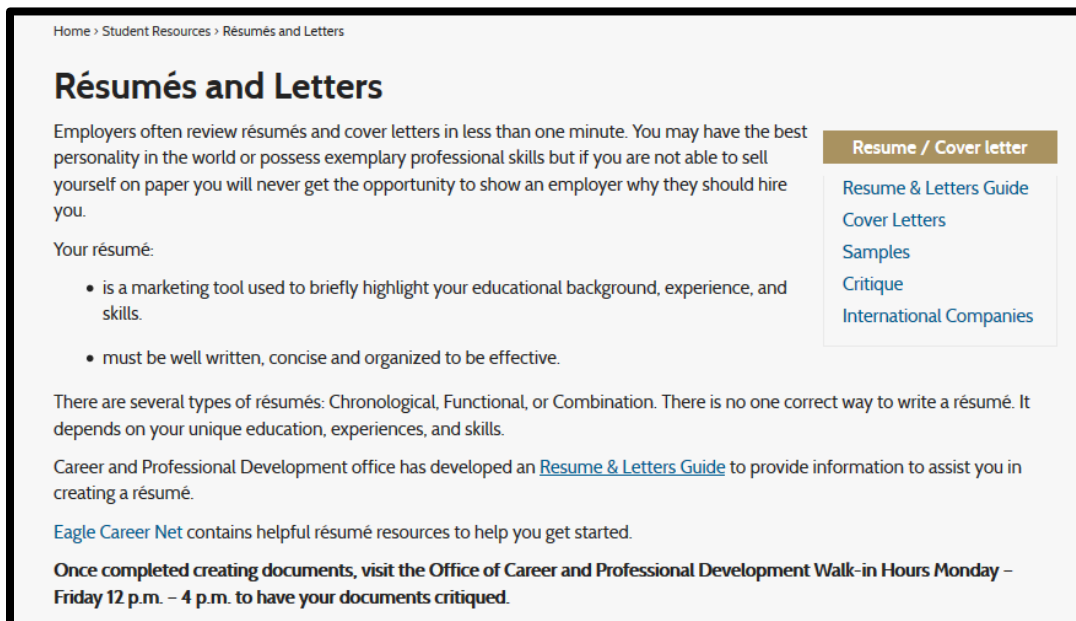
The book must be returned to the professor on the due date of the presentation or the student will receive a zero for the assignment. Refer to Assignment folder in FOLIO for additional information, including the structure and content to be utilized for the oral presentation, as well as the grading rubric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

Leadership Self-Assessment Diary (50 points)

Each student will complete a Leadership Self-Assessment Diary that consists of a total of 7 modules with leadership surveys, exercises, and/or questions. Refer to the Assignment folder in FOLIO to download the formatted Diary file (Word document). This will be a *self-paced* assignment for completion of all 7 modules, and it is recommended that each student complete 1 module every 2 weeks during the semester. The assignment will be submitted as one final document (including all 7 modules) in FOLIO at the end of the semester. Refer to course syllabus for due date.

Professional Resume (50 points)

Each student will utilize GSU's Office of Career and Professional Development (OCPD) as a resource to prepare a professional resume. Visit <https://students.georgiasouthern.edu/career/students/resumes/> to get started with this assignment, using the Resume & Letters Guide link to create a professional resume, then make an appointment with OCPD to have it critiqued *prior to the due date*.



Home > Student Resources > Résumés and Letters

Résumés and Letters

Employers often review résumés and cover letters in less than one minute. You may have the best personality in the world or possess exemplary professional skills but if you are not able to sell yourself on paper you will never get the opportunity to show an employer why they should hire you.

Your résumé:

- is a marketing tool used to briefly highlight your educational background, experience, and skills.
- must be well written, concise and organized to be effective.

There are several types of résumés: Chronological, Functional, or Combination. There is no one correct way to write a résumé. It depends on your unique education, experiences, and skills.

Career and Professional Development office has developed an [Resume & Letters Guide](#) to provide information to assist you in creating a résumé.

[Eagle Career Net](#) contains helpful résumé resources to help you get started.

Once completed creating documents, visit the Office of Career and Professional Development Walk-in Hours Monday – Friday 12 p.m. – 4 p.m. to have your documents critiqued.

Resume / Cover letter

- Resume & Letters Guide
- Cover Letters
- Samples
- Critique
- International Companies

Office of Career and Professional Development – Armstrong Campus

Main Office Hours: Monday – Friday 8:00am – 5:00pm

Walk-In Hours: Wednesdays 2:00pm – 4:00pm

The office is located on the 1st floor of Solms Hall Room 104

Phone: (912) 344-2563
Email: ocpdsav@georgiasouthern.edu

This assignment will be submitted via FOLIO. Refer to course syllabus for due date.

Orbiting the Giant Hairball

Reflection Paper (50 points): Each student will read “Orbiting the Giant Hairball” and then write a 3-4 page reflection paper on the book, including their thoughts and opinions about the book content as it applies to public health leadership concepts. *This will not be a summary of the book content, but rather your reflection on the book content.* ☺ Each paper should be typed in 12-point font, double-spaced, 1-inch margins, and spell-checked, and will be submitted electronically in FOLIO. Refer to course calendar for applicable date.

FOLIO Discussion Board: Each students will complete a Discussion Board in FOLIO to reflect on the OTGH reading. See next section for further details pertaining to due dates, points, and criteria for posting content.

FOLIO Discussion Boards for 9 Videos & 1 Reading (10 points each x 10 = 100 points)

Each student will complete a series of nine Discussion Boards to reflect understanding and application of weekly video assignments, plus one additional Discussion Board pertaining to *Orbiting the Giant Hairball* reading.

Discussion Board (DB) Assignment	Video or Reading	Due Date for FOLIO Reflection Post by 11:59pm
Week 2 DB: Sinek	Video: How Great Leaders Inspire Action https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en	Jan. 27
Week 3 DB: MacKenzie	Reading: <i>Orbiting the Giant Hairball</i>	Feb. 3
Week 4 DB: Abrams	Video: Three Questions to Ask Yourself About Everything You Do https://www.ted.com/talks/stacey_abrams_3_questions_to_ask_yourself_about_everything_you_do	Feb. 10
Week 6 DB: Achor	Video: The Happy Secret to Better Work https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work?language=en	Feb. 24
Week 7 DB: Pink	Video: The Puzzle of Motivation https://www.ted.com/talks/dan_pink_on_motivation?language=en	Mar. 3
Week 8 DB: Awuah	Video: How to Educate Leaders? Liberal Arts https://www.ted.com/talks/patrick_awuah_on_educating_leaders	Mar. 10
Week 10 DB:	Video: Everyday Leadership	Oct. 27

Discussion Board (DB) Assignment	Video or Reading	Due Date for FOLIO Reflection Post by 11:59pm
Dudley	https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en	
Week 11 DB: Wood	Video: Why It's Worth Listening to People You Disagree With https://www.youtube.com/watch?v=LY5hMMjiN6k	Nov. 3
Week 12 DB: Harris	How to Find the Person Who Can Help You Get Ahead at Work https://www.ted.com/talks/carla_harris_how_to_find_the_person_who_can_help_you_get_ahead_at_work	Nov. 10
Week 14 DB: Jobs	Video: How to Live Before You Die https://www.ted.com/talks/steve_jobs_how_to_live_before_you_die	Nov. 24

Discussion board reflections are due by **11:59pm ET of the Sunday of that week.**

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

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

- *Are substantive in content.* You're not expected to write mini-essays or monologues. However, you are expected to back up your examples and opinions with sufficient evidence that your reader will believe in what you say.
- *Are thoughtful and well composed.* Spelling and grammar both count!
- *Provide evidence.* How can you support the things that you're saying? Refer directly to the readings, share other sources (e.g., web sites) with us, and/or provide your own detailed examples. However you do it, back up what you say.

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

- Write high quality, insightful, and substantive posts

Discussion Board Grading Rubric for GEPH 7530

Criteria	Unsatisfactory (0 points)	Satisfactory (1 point)	Exceptional (2 points)
Quantity & Timeliness	Does not submit a response by the due date and/or does not meet minimum of 3-5 sentences.	Submits a response by the due date but does not meet minimum of 3-5 sentences.	Submits a response by the due date and response meets minimum of 3-5 sentences.
Spelling & Mechanics	Does not submit a post in complete sentences; one or two of the sentences	Submits a post in complete sentences but one or two sentences	Submits posts that contain grammatically correct

	contain grammatical mistakes and greater than two spelling errors.	contain grammatical errors and there are two or less spelling errors.	sentences and no spelling errors
Demonstrates Knowledge & Understanding of Content	Posts show little evidence of knowledge and understanding of the course content.	Posts show some evidence of knowledge and understanding of the course content	Posts show evidence of knowledge and understanding of course content and demonstrate some applicability to professional practice.
Respect & Professionalism	Posts are not written in a professional manner and contain content that could be seen as disrespectful or offensive.		Posts are professional and do not contain disrespectful or offensive language.

Chapter Discussion Questions (10 points each submission x 10 = 100 points)

Each student will complete and submit a series of Chapter Discussion Questions in FOLIO to reflect comprehension and application of leadership concepts conveyed in the main text (Rowitz) per weekly reading assignments defined in course syllabus. For each of these assignments, the student will read the text chapter(s), then complete the short series of discussion questions at the end of the chapter. Refer to the FOLIO assignment folder for complete instructions. Refer to the course calendar for due date.

Discussion Questions (DQ) Schedule	Chapter Readings	Due Date for Submission of Discussion Questions – 11:59pm
Week 2 DQ	<ul style="list-style-type: none"> Introduction to Public Health Leadership (pp. 1-10) Chapter 1: The Management and Leadership Continuum (pp. 11-21) 	Sept. 1
Week 4 DQ	<ul style="list-style-type: none"> Chapter 2: Public Health and Adaptive Leadership (pp. 23-32) 	Sept. 15
Week 5 DQ	<ul style="list-style-type: none"> Chapter 3: The Six Levels of Leadership (pp. 33-51) 	Sept. 22
Week 6 DQ	<ul style="list-style-type: none"> Chapter 4: Leadership at the Personal Level (pp. 55-63) 	Sept. 29
Week 7 DQ	<ul style="list-style-type: none"> Chapter 5: Leadership and Quality of Life (pp. 65-78) 	Oct. 6
Week 8 DQ	<ul style="list-style-type: none"> Chapter 6: Leadership at the Team Level (pp. 79-91) 	Oct. 13
Week 10 DQ	<ul style="list-style-type: none"> Chapter 8: Leadership at the Organizational Level (pp. 112-122) 	Oct. 27
Week 11 DQ	<ul style="list-style-type: none"> Chapter 10: Leadership at the Community Level (pp. 135-146) 	Nov. 3
Week 12 DQ	<ul style="list-style-type: none"> Chapter 14: Professional Leadership Development (pp. 173-180) 	Nov. 10
Week 14 DQ	<ul style="list-style-type: none"> Chapter 7: Collaboration and Change (pp. 93-110) Epilogue: The Importance of Lifelong Learning (pp. 189-196) 	Nov. 24

Final Exam (50 points)

The Final Exam will be posted in FOLIO two weeks prior to the due date. Each student will work independently to complete the Final Exam, submitting it electronically in FOLIO by the due date. Refer to FOLIO assignment folder for submission requirements. Refer to course calendar for due date.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the

instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

COURSE EXPECTATIONS

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*).

Due to the hybrid nature of this specific course, there will only be four in-class sessions during the semester. Students are expected to attend and actively participate in all four sessions unless any of the circumstances described above are applicable. Documentation will be required for any other unexpected absences. It is up to the discretion of the instructor whether or not to excuse any unexpected absence. Attendance and participation will comprise 50 points toward the final course grade.

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would

hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the

semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date