

University of Florida
College of Public Health & Health Professions Syllabus
PHC 4117: Public Health Management and Leadership (3 credit hours)
Spring 2020
Delivery Format: On-Campus
Schedule: Tuesdays 9:35 – 10:25, Thursdays 9:35 – 11:30
Location: HPNP G312
E-Learning in Canvas

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Office Hours: By appointment
Preferred Course Communications: Email message through Canvas
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Prerequisites

HSA 3111, HSC 3502, HSC 4558, PHC 4101 and health science / public health majors only.

PURPOSE AND OUTCOME

Course Overview

Public Health Management and Leadership is designed to prepare future managers and leaders in the public health arena. This course will provide students with knowledge relevant to managing public health organizations while leading and motivating employees. The course will rely on organizational behavior and organizational theories to examine management topics such as management functions, activities and skills in the creation and delivery of public health programs; the organizational contexts of public health; and understanding and applying management skills.

Course Objectives and/or Goals

Through participation in this course, you will

1. Identify the core competencies of public health managers.
2. Discuss the challenges faced by public sector managers.
3. Distinguish between the concepts of management and leadership.
4. Define the management function of planning and decision-making.
5. Compare and contrast the different decision-making models and styles.
6. Explain management functions related to staffing and the human resource management process.
7. Describe managerial techniques to motivate others in the pursuit of public health objectives.
8. Compare and contrast the major leadership theories.
9. Explain managerial control processes of particular importance in public health and health-related organizations.
10. Discuss the principles of ethics as applied in public health organizations.
11. Discuss diversity as it pertains to the public health workforce.
12. Apply managerial decision-making and implementation processes.

Instructional Methods

The course is organized in a lecture, in-class activity, and case study discussion format. The lectures will be linked to assigned chapters in the text and peer-reviewed literature, but will also include material not found in the readings. Students are expected to complete all reading assignments, attend all lectures, and be prepared to participate in all class sessions. You are also expected to be actively engaged during discussion activities

with our case study presenters. Your participation fosters a rich course experience for you and your peers in order to facilitate an overall mastery of the course objectives.

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	01/07/2020	Introduction to the Course	
1	01/09/2020	Public Health Today and Tomorrow	Chapter 1
2	01/14/2020	Key Public Health Organizations	Chapter 2
2	01/16/2020	Fundamentals of Management for Public Health	Chapter 3
3	01/21/2020	Planning and Decision-Making in Public Health Organizations	Chapter 4
3	01/23/2020	Organizing and Managing Change in Public Health Organizations	Chapter 5
4	01/28/2020	Staffing Public Health Organizations	Chapter 6
4	01/30/2020	Human Resource Development and Engagement in Public Health, Exam 1 (Chapters 1 – 5)	Chapter 7, Chapters 1 – 5
5	02/04/2020	Organizational Dynamics for Public Health Managers	Chapter 8
5	02/06/2020	Coordinating and Leading Public Health Organizations	Chapter 9
6	02/11/2020	Controlling and Budgeting Public Health Organizations	Chapter 10
6	02/13/2020	Ethics for Public Health Managers and Workforce Diversity	Chapter 11
7	02/18/2020	Discussion of Group Case Study Assignment Requirements, In-Class Group Case Study Working Session	Review cases assigned
7	02/20/2020	Exam 2 (Chapters 6 – 11), Group Case Study Working Session (on your own)	Chapters 6 – 11, Review cases assigned
8	02/25/2020	In-Class Group Case Study Working Session	Review cases assigned
8	02/27/2020	Understanding the Needs of Persons with Disabilities, In-Class Group Case Study Working Session	Guest speaker, Review cases assigned
9	03/03/2020	SPRING BREAK – NO CLASS	
9	03/05/2020	SPRING BREAK – NO CLASS	
10	03/10/2020	Case: The Anti-Vaccination Paradigm (Group 1)	Case 3
10	03/12/2020	Case: Managing Diversity (Group 2), Case: Sick Building Syndrome (Group 3)	Cases 6 & 7
11	03/17/2020	Case: Zero-Tolerance for Smoking (Group 4)	Case 10
11	03/19/2020	Case: Budget Cuts in Home Care Program (Group 5), Case: Don't Ask, But Tell (Group 6)	Cases 11 & 12
12	03/24/2020	NO CLASS – Group Case Study Working Session (on your own)	
12	03/26/2020	NO CLASS – Group Case Study Working Session (on your own)	
13	03/31/2020	Case: Senior Cyber Café (Group 7)	Case 13
13	04/02/2020	Case: Collaborative Approach to Diabetes Prevention and Care (Group 8), Case: Toy Recall Prompts Attention to Lead Poisoning (Group 9)	Cases 14 & 15
14	04/07/2020	Case: Healthy Lifestyles Start at Home (Group 10)	Case 16
14	04/09/2020	Case: Top Ten U.S. Public Health Achievements (Group 11), Case: Smoking Cessation Program Implementation (Group 12)	Cases 17 & 19
15	04/14/2020	Case: Pacific Needle Exchange Program (Group 13)	Case 20
15	04/16/2020	Case: Community Coalitions and the Built Environment (Group 14), Case: Neglected Tropical Diseases – A Local NGO's Challenges (Group 15)	Cases 21 & 22
16	04/21/2020	Case: To Hear This Message in Korean, Press '9' (All Groups)	Case 8
16	04/23/2020	READING DAY – NO CLASS	
17	04/27 – 05/01/2020	EXAMS WEEK	

Required Course Materials and Technology

Johnson, J. A., and Davey, K. S. 2021. *Essentials of Managing Public Health Organizations*, Burlington, MA: Jones & Bartlett Learning.

You will need either a laptop or tablet/smartphone device with the Canvas App for the purposes of class attendance records and participation during in-class activities. Also, you will be required to register for a CATME student account, a system for teamwork support tools (<http://info.catme.org/>).

Assigned case study readings will be posted in Canvas.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Exams (60%)

Two exams will be administered during the semester. Both exams will be a combination of multiple choice, true/false, short answer and fill-in-the-blank questions.

Group Case Study Presentation (10%)

Students will be assigned groups to complete case studies that will be discussed and presented in each class session the latter half of the semester. Specifics of case study requirements will be reviewed in class and posted in Canvas. See the course schedule outline for presentation topics and dates. All presentation materials for your group are due by electronic submission in Canvas by 9:35 AM on your presentation date. Each group is also responsible for preparing and printing handouts for the class to supplement their presentation.

Please note, any student who has an unexcused absence on the date of his/her group presentation will receive 0% credit for the group's presentation grade. Any student who has an excused absence on his/her group presentation date is eligible for up to 60% partial credit of the group's presentation grade; however, this is conditional upon other group member feedback regarding acceptable contributions to the case study presentation materials and other necessary preparations prior to the excused absence. Further, up to 100% of the remaining 40% credit of the student's group presentation grade will be available upon submission of a make-up assignment. Any student who has an excused absence and desires this make-up assignment will submit a paper encompassing a managerial analysis of the case study presented by his/her group. Papers should be 8 to 10 pages in length, double-spaced, 12 point font, 1 inch margins. Additional specifics of the paper requirements will be made available on an as needed basis. Make-up assignments will be due by email submission to the professor and TA within two (2) weeks of the excused absence by 9:35 AM.

All students have until 9:35 AM on Tuesday, January 14th to review their schedule for the entire semester regarding any anticipated absences that would create a conflict with their group presentation date. Students are responsible for emailing the professor by 9:35 AM on Tuesday, January 14th regarding such anticipated circumstances in order for the professor to make every attempt at rescheduling the group presentations, subject to any additional scheduling conflicts that may occur due to the availability of other groups.

Group Case Study Paper (20%)

Students will be assigned to the same groups to complete a final case study paper encompassing a managerial analysis. The final paper is due by electronic submission in Canvas and hard copy in class by 9:35 AM on Tuesday, April 21st. Papers should be 8 to 10 pages in length, double-spaced, 12 point font, 1 inch margins. Specifics of the case study paper requirements will be reviewed in class and posted in Canvas.

Peer Evaluation (5%)

Each group member will anonymously submit a standardized evaluation of their peers' contributions to their group's work during the semester (i.e., group presentation and group paper). Peer evaluations will be submitted using the CATME system for teamwork support tools (<http://info.catme.org/>) by 11:59 PM on Tuesday, April 21st. Please do not complete your fellow team members' CATME evaluations until after your group has submitted the final paper. Students who do not participate in the CATME peer review process will receive 0% credit toward the peer evaluation portion of their final grade in the course.

Each group member will submit an objective rating for all members of the group, including their own self-ratings, for the domains of contributing to the team's work (0, 1, 2, 3, or 4 points), interacting with teammates (0, 1, 2, 3, or 4 points), keeping the team on track (0, 1, 2, 3, or 4 points), expecting quality work (0, 1, 2, 3, or 4 points), and having related knowledge, skills and abilities (0, 1, 2, 3, or 4 points). An average is taken across all raters for each domain, and these average ratings are then summed to the total peer evaluation score (ranging 0 to 20 points).

Of note, students who emerge as high performing leaders for their fellow group members according to their CATME peer evaluation ratings will be eligible for a maximum of five (5) extra credit points on their individual grade for the group case study paper. Students who meet the criteria for being considered a high performer are those whose average ratings are better than 2.8/4 for each domain and whose ratings are more than half a point higher than the overall average for the group as a whole. Such students have clearly made exceptional contributions to the group's work.

Required Class Attendance and Participation (5%)

Attendance will be taken during each class session, and this will be reflected in each student's final grade. The UF Attendance Policy will be in effect for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. For an absence to be considered excused based on these reasons, the TA or professor must be given notification prior to the start time of class via email or Canvas message. The time stamp of the email will be used to determine if notification was prior to the start of the class. Students who do not attend class without an approved excused absence will not receive any attendance credit for that day. Students are expected to arrive to class on time and stay until class is dismissed. **Two late arrivals to class will be considered the equivalent of one, unexcused class absence.** Students will be allowed one (1) unexcused absence from class without affecting their attendance and participation grade.

After each lecture we will have an in-class activity that consists of discussion questions and other critical thinking topics. Students will have several minutes to individually work through the activity with access to the textbook and online resources. Then, the class will have an open discussion of all items of the activity. The professor will randomly call on students (from a randomly ordered list of names) to facilitate the discussion. If the student called has prepared a sufficient response, he/she will earn full attendance and participation points for the day. If not, then his/her attendance and participation points for the day will have 50% - 80% deducted, reflective of his/her effort in preparing and delivering a response. Please note that not every student will be called on during each session. Thus, some students will earn their attendance and participation points for the day simply for being on time to class and staying until class is dismissed.

Grading

Requirement	Due date/time	% of final grade
Exam 1	January 30 th , 11:30 AM	30%
Exam 2	February 20 th , 10:25 AM	30%
Group Case Study Presentation	See course schedule, 9:35 AM	10%
Group Case Study Paper	April 21 st , 9:35 AM	20%
Peer evaluation	April 21 st , 11:59 PM	5%
Attendance and Participation	Each class session	5%

The total number of points earned will be transformed to letter grades as follows:

93-100 = 4.0 (A)	80-82.99 = 2.67 (B-)	67-69.99 = 1.33 (D+)
90-92.99 = 3.67 (A-)	77-79.99 = 2.33 (C+)	63-66.99 = 1.00 (D)
87-89.99 = 3.33 (B+)	73-76.99 = 2.00 (C)	60-62.99 = 0.67 (D-)
83-86.99 = 3.00 (B)	70-72.99 = 1.67 (C-)	Below 60 = 0 (E)

Exam Policy

There will be two exams. Please see course outline for exam dates. Both exams will be a combination of multiple choice, true/false, short answer and fill-in-the-blank questions.

Policy Related to Make-Up Assignments, Late Submissions, and Tardiness

Students are allowed to make-up work ONLY as the result of illness or other unanticipated circumstances warranting a medical excuse and resulting in the student missing a deadline, consistent with College policy. Late assignments not resulting from one of these circumstances and not pre-arranged and approved by the student's TA or professor will not be accepted and will not receive credit for the assignment. This policy also applies for exams and group case study assignments.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail the TA or professor within 24 hours of the technical difficulty if you wish to request a make-up or deadline extension.

Students are expected to arrive to class on time and stay until class is dismissed. Two late arrivals to class will be considered the equivalent of one, unexcused class absence.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior and Use of Technology in Class

Students are expected to complete all reading assignments, attend all class sessions and be prepared to participate in discussions and in-class activities, and demonstrate teamwork throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. Students are also expected to arrive on time and stay until class is dismissed. Laptops and tablet devices may be used in class only for taking notes, viewing slides, or accessing materials that are associated with ongoing in-class activities. Students are not allowed to use laptops or tablet devices during class for any other reason. Further, cell phones are not allowed to be out during class time unless requested by the instructor. Students violating either of these policies will receive one warning; a second offense will result in a 5% deduction at the end of the semester from the total points earned by the student for the course grade.

Communication Guidelines

The preferred method of contact is through Canvas email. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

Online Etiquette

For further clarification about appropriate email, threads, chats and online collaborations, please visit *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participant, make sure to arrive on time, and refrain from staring at your electronic devices.

Academic Integrity

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

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

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

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

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

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

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs within the first week of class. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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

Inclusive Learning Environment

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