University of Florida
College of Public Health & Health Professions Syllabus
Public Health Management and Leadership (PHC 4117)
Spring 2024
Delivery Format: In-Person (Lecture and Lab) & Asynchronous Online
E-Learning via Canvas

Instructor Name: Yulia A. Levites Strekalova, PhD, MBA; yulias@ufl.edu
Office Room Number: HPNP 3120
Teaching Assistant: Lina Modjarrad, lmodjarrad@ufl.edu
Course Communication: Email or Canvas
Classroom: G201
Class Times: Tu 3-4 (9:35 a.m. – 11:30 a.m.) and Tu 5-6 (11:45 a.m. – 1:40 p.m.)
Office Hours: Tu 3:00 p.m. – 4:00 p.m., Thursday 9:30 a.m. – 10:30 a.m., or by appointment

Required textbook: Helm-Murtagh, S., & Erwin, P. C. (Eds.). (2022). *Leadership in Practice: Essentials for Public Health and Healthcare Leaders*. Springer Publishing Company.

PURPOSE AND OUTCOME

Course Overview

This course is designed to provide students with knowledge and an understanding of the importance of management and leadership in public health organizations. We will work together to foster an overall sense of belonging, encourage diversity of views and perspectives, and leverage the uniqueness each person brings to the class. Together we will create an inclusive climate that allows all of us to do our best work in a safe environment.

Course Goals and Objectives

Upon successful completion of the course, students will be able to:

1. Appraise the importance and application of management and leadership principles as core public health concepts.
2. Identify, evaluate, and apply concepts, methods, and tools of public health data collection, use, and analysis to public health cases.
3. Develop a proposal for an intervention that addresses a population health challenge by applying concepts of population health, basic processes, approaches, and interventions that address the major health-related needs and concerns of populations.
4. Apply leadership and managerial methods to evaluate socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
5. Identify concepts and create a portfolio of products using project planning, assessment, evaluation, and implementation tools.
6. Discuss the ethical, economic, and regulatory dimensions of leadership in health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.
7. Apply principles and concepts of public health leadership and management to produce public health-specific communication, including technical and professional writing and the use of electronic technology.

Instructional Methods

PHC 4117 is a blended learning class combining synchronous, in-person lecture and discussion components, and an online, asynchronous component. Students are expected to complete online activities PRIOR to class meetings to prepare for the in-person activities and discussions.

Blended Learning

What is blended learning and why is it important?
A Blended Learning class uses a mixture of technology and face-to-face instruction (via Zoom) to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-

face teaching on course activities designed to help you strengthen higher-order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health professionals.

What is expected of you?
You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates the overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule*

Week	Date	Topic	Readings and Assignments
1	1/9	Course introduction Definition of leadership	Syllabus Canvas access
2	1/16	Dialogue as a foundational leadership skill	Ch. 1, 12 & Canvas materials Discussion & quiz #1
3	1/23	Team development	Ch. 5, 15 & Canvas materials Discussion & quiz #2
4	1/30	Conflict management	Ch. 13 & Canvas materials Discussion & quiz #3
5	2/6	Systems and strategic thinking	Ch. 3, 4 & Canvas materials Discussion & quiz #4
6	2/13	Key leadership styles	Ch. 6-10 & Canvas materials No discussion & no quiz ***Leadership Style Presentation***
7	2/20	Crisis leadership	Ch. 14 & Canvas materials Discussion & quiz #5
8	2/27	Change leadership	Ch. 11 & Canvas materials Discussion & quiz #6
9	3/5	Case submission in lieu of mid-term exam	No discussion & no quiz ***Team Peer Evaluation due***
10	3/12	**Spring Break**	No discussion & no quiz
11	3/19	Communication management	Ch. 17 & Canvas materials Discussion & quiz #7
12	3/26	Personnel management	Ch. 16, 18 & Canvas materials Discussion & quiz #8
13	4/2	Budget management	Canvas materials Discussion & quiz #9 ***Infographic due***
14	4/9	Your leadership framework *Resume workshop*	Ch. 21 & Canvas materials Discussion & quiz #10
15	4/16	Mentoring and networking *PHHP Days*	Ch. 19 & Canvas materials Discussion & quiz #11
16	4/23	Moral courage and ethics	Ch. 2 & Canvas materials Discussion & quiz #12 ***Leadership Portfolio due***
17	4/30	Case submission in lieu of final exam	

* The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

Course Materials and Technology

Helm-Murtagh, S., & Erwin, P. C. (Eds.). (2022). *Leadership in Practice: Essentials for Public Health and Healthcare Leaders*. Springer Publishing Company. ISBN 0826149235.

Canvas via UF e-learning

For technical support for this class, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

Additional Academic Resources

- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

- On-Line Students Complaints: View the Distance Learning Student Complaint Process.

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Quizzes will be administered at in-class (at the beginning of class) or outside-of-class. Having quizzes regularly encourages studying the material on a regular basis and paying attention to the material covered in class. Having more quizzes can reduce test anxiety, that doing poorly on a single quiz will have a negative effect on a student's grade. The lowest three quizzes will be dropped, which is generous because missed in-class quizzes are dropped automatically. If a student is absent during an in-class quiz, the grade is recorded as zero and counts as one of their dropped quiz grades. The dropped quiz policy is not intended as a way for students to improve their overall grades. The policy is in place because we understand that students might have to miss a class for various reasons, and anyone can have a bad day. Quizzes will consist of true/false, multiple-choice, or short answer questions probing the content of that week's lecture and/or readings. The first quiz will be a formative assessment on the specifics of the syllabus. Formative assessments are not graded; they are designed to measure misconceptions, learning gaps, and clarification areas. Most quizzes will be summative assessments evaluating your learning, knowledge, and proficiency. Disallowed aids during a summative assessment include but are not limited to class notes, books, online resources, phones, or other people. Students may not discuss any aspect of a quiz with classmates or others until the due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported via e-mail to the TA prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise.

Discussion posts will be formulated as interview questions and allow students to self-reflect on their goals, strengths, and leadership skills. Posts are due by 11:59 a.m. on Sundays preceding the class meeting time. Similar to the quizzes, three discussion posts can be skipped or dropped off with no penalty.

Public health news report and one discussion question will be presented in-class by each student once a semester. Sign-up sheet will be distributed at the end of the first week (after add/drop). A link to the new story/-ies and a question for the class discussion is due by 11:59 a.m. on a Sunday preceding the class

meeting time. Being informed about the developments in global and national public health issues is essential for emerging and established public health and health care professionals. Therefore, students will take turns to identify and present a news update and an associated discussion question. News reports can cover any topic relevant to public health, population health, or healthcare leadership and management.

Leadership style presentation is a team assignment that will allow students to practice developing and presenting educational materials. These portfolio presentations also make portfolio products that can showcase students' competencies as emerging public health leaders. Teams of 3-4 students will be randomly created at the end of the first week (after add/drop) to develop a video or a blog post about one of the five leadership styles covered in this class. The team's task is to record a 10-minute presentation of the leadership style or write a 1,000-word blog-style post. More information about the required content and grading criteria will be provided on Canvas. The presentation and report must be uploaded to Canvas by 11:59 am (noon) on Sunday 12/4.

Infographic assignment will provide students the opportunity to reflect on the topic of *Student Success* and develop a visual that puts student success in the public and population health context. Students will start by identifying an area of student success (i.e., intellectual growth, engagement, holistic wellness, or solution-focused disposition) and interview 3 fellow PHHP students to identify the factors that support student success. Next, read and review the Infographic Seminar Handout, paying particular attention to *Infographic Design: Nine Strategies* which you can apply to your infographic. Then use an infographic software program (e.g., PiktoChart, Vizualize.me, Venngage) to visually represent the information and data you find on your topic. External links for specific information (e.g., handouts, software links) and rubrics will be loaded in Canvas for each assignment.

Leadership portfolio students will develop and submit a leadership portfolio that will include their resume and cover letter, leadership statement, an example of one of the course products (assignments or in-class activities) with a reflection on how the assignment product represents the development of the student's leadership skills. The portfolio must be uploaded to Canvas by 11:59 am (noon) on Sunday, 4/21.

Public health challenge case reports will be assigned in lieu of mid-term and final exams. One of the cases will be completed as a team assignment and another one as an individual assignment and submitted by the end of class time on 3/5 and 4/30. Students will receive information and additional guidance on the case assignments four weeks before the case due date.

Team peer evaluation will be provided by each student to evaluate team members on their availability and willingness to contribute to the team assignments, as well as the quality of those contributions. Individual evaluation scores will be kept confidential and will be viewed only by the instructor and the TA. STUDENTS WHO DO NOT SUBMIT A PEER EVALUATION WILL RECEIVE 0 POINTS, EVEN IF THEIR TEAMMATES EVALUATE THEM.

Grading

Requirement	Due date	Per cent of final grade
Attendance and Participation (I)	In-class	10%
Quizzes x 12 (I)	In-class	15%
Discussion Posts x 12 (I)	11:59 a.m. (noon) on Sundays preceding the class meeting time	10%
Public Health News Report (I)	11:59 a.m. (noon) on a Sunday before the assigned class	5%
Leadership Style Presentation (T)	11:59 a.m. (noon) on Sunday, 2/11	10%
Infographic (I)	11:59 a.m. (noon) on Sunday, 3/31	15%
Leadership Portfolio (I)	11:59 a.m. (noon) on Sunday, 4/21	10%
Public Health Challenge Case Reports x 2 (I/T)	By class end time on 3/5 and 4/30	20%

Team Peer Evaluation (I)	11:59 a.m. (noon) on Friday, 3/9	5%

I = individual assignment
T = team assignment

Point System

The cutoff point for an A is 93.00, not 95.00. Since 7 points is a generous spread for an A, there will be no rounding up for other grade increments; for example, a 92.99 is an A-.

Per cent earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

COURSE POLICIES

Laptops and Tablets

Students will need laptops during most class sessions and need to bring a laptop or tablet capable of accessing Canvas. Students are expected to conduct themselves maturely and professionally and NOT use their devices for reasons unrelated to the course. Students violating this policy may be asked to leave the class meeting and will not receive credit for the day. Cell phones MUST be silenced during all class meetings.

Exam Policy

This course has 10 in-class and out-of-class quizzes and two cases in lieu of mid-term and final exams.

Policy Related to Make-up Quiz/Exams or Other Work

Requests for make-up submissions of assignments, quizzes, or exams due to absence must be accompanied by documentation as described in the UF attendance policies. Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. Students MUST e-mail the instructor within 24 hours of the technical difficulty to request a make-up.

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone or computer.

Extra Credit

Rarely is extra credit offered, but periodically events come up on campus that can add value to your educational experience. These are unplanned events, and dates can change. No backup events are established for students who miss the opportunity to attend. The amount of extra credit will not exceed 2% of the course grade total.

Makeup Work

Students are responsible for obtaining notes, handouts, and a summary of the lesson/class activities from their in-class team members if a class is missed. In addition, the syllabus and course schedule are subject to revision, so always check Canvas for updates if you missed class.

Late Assignments and Work

Unless there is prior written approval by the professor, any late assignments will be reduced by 10 percentage points per day to be assessed after the assignment has been graded.

Required Class Attendance

Students are expected to arrive for class on time, prepare, and participate in class discussions. Please note all faculty are bound by the UF policy 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

Excused Absences

(http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

It is important to attend all classes, take detailed notes, and actively participate in class and group discussions in order to succeed in the course. It is also critical for students to work together effectively in a team. The course will go over common behaviors that make individuals good team members. Finally, students are expected to be engaged and respectful of the instructor and guest speakers.

Communication Guidelines

The preferred methods of communication for the course are messages in Canvas (see Course Materials above) or e-mail.

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.

Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: https://phhp.ufl.edu/policy-classroom-guests-of-students/

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

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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.

- **U 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

- **University Police Department**: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

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: www.multicultural.ufl.edu.