POP HLTH 758: Interprofessional Public Health Leadership

This course is cross-listed with many of the health professions programs including Nursing, PT, PA, Pharmacy

Credits: 1

Canvas Course URL: https://canvas.wisc.edu/courses/91841

Course Designations and Attributes:
This course is designated for professional and graduate students

Meeting Time and Location:
The course is offered in a blended fashion that combines on-line coursework with three required, face-to-face sessions, held from 4:30 – 6:30 PM on the following Mondays in Room 1335 HSLC:
- January 29, 2018
- March 19, 2018
- April 16, 2018

Instructional Mode:
The course is offered in a blended format.

Specify how Credit Hours are met by the Course:
One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

INSTRUCTORS:

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Course Description:
This course provides students from health professions programs with an opportunity to engage in collaboration, problem solving, and teamwork in approaching wicked, community-based public health problems. Students will become better prepared to lead and collaborate professionally through the exploration of the six levels of public health leadership as they experience public health leaders’ stories, learn together, and share their own experiences.

Requisites:
This course is open to health professions students at the UW-Madison.

Course Learning Outcomes:
Upon successful completion of this seminar, the student will be able to:

1. Describe the roles and responsibilities of their profession with all participating health professional students, while examining the roles and responsibilities of all other health professions. (Module 1 and F2F Session 1)
2. Compare and contrast the diversity of expertise among participating health professions. (Module 1 and F2F Session 1)
3. Apply their profession’s roles and responsibilities to case studies that address complex public health issues. (Module 2)
4. Describe what it means to be part of an interprofessional team and illustrate how the different professions and systems can complement and facilitate one another in addressing public health issues. (Module 2)
5. Explain and apply the principles of public health leadership via reflective exercises, case studies and facilitated discussion. (Module 3 and 5 and F2F sessions 2 & 3)
6. Promote a public health cause or principle through legislative advocacy. (Module 4)
7. Elucidate the importance of reflection as a life-long learning and leadership tool. (Module 5)
**GRADING:**

Students are expected to complete all activities in each module and complete all required assignments according to the course schedule. Final assessment will be based on the satisfactory completion of all assignments.

<table>
<thead>
<tr>
<th>Discussions Associated with Modules 1-4</th>
<th>25%</th>
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</thead>
<tbody>
<tr>
<td>Group Project (including preparatory materials, and facilitation)</td>
<td>25%</td>
</tr>
<tr>
<td>Personal Leadership Reflection</td>
<td>40%</td>
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<tr>
<td>Group Evaluation</td>
<td>10%</td>
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</tbody>
</table>

Students will receive A-F letter grades for the course and will be evaluated dependent upon the following scale:

- **A:** ≥93 percent
- **AB:** 88-92 percent
- **B:** 83-87 percent
- **BC:** 78-82 percent
- **C:** 73-77 percent
- **D:** 65-72 percent
- **F:** 0-64 percent

**Modules:**

There are five modules in the course. Each module is posted in Canvas. Students are expected to complete each module in full by the assigned deadline noted in the module. Students may work in groups to complete the modules, but it is expected that all assignments will reflect the individual’s work, unless otherwise specified.

The five modules are described as follows:

**Module 1: The Basics: Interprofessional Teams and Public Health 101**

Students will review the basics of public health and interprofessional teams. Each student will share an artifact and write a short reflection on how his/her future profession will impact the public health issue depicted in the photo.

**Module 2: Addressing Complex Public Health Issues takes a Team**

Complex community-based public health issues require a team approach.

**Module 3: Effective Leadership in Public Health Practice**

Leadership is a series of complex processes affected by many different factors. This module describes the basics of leadership and the qualities of a good public health leader. Students will learn about the six levels of public health leadership and hear about health professionals’ leadership journeys. Students will discuss an effective public health leader that has made a personal impact.
Module 4: Leadership & Advocacy: Making a Vision a Reality
There is a growing need and call within public health for practitioners, researchers, and scientists to work to improve and protect the public’s health. Often this is accomplished via politics, advocacy, and social movements. It can be strongly argued that these movements are an essential component to achieve health equity. Involvement in such movements requires action.

Module 5: Self-Reflection and Evaluation
Self-reflection allows for each group to effectively measure leadership activities, collaboration, and evaluate the roles and responsibilities of each individual group member.

Face-to-Face Meetings:
There are three face-to-face meetings for this course. Attendance is required at each of the face-to-face sessions, which will occur on the following dates with the following activities:

Monday, January 29, 2018, 4:30 – 6:30, Room 1335 HSLC
Course participants will become acquainted with the technical requirements of the online course, including the course objectives and the course expectations. Students will meet their group members and engage in a discussion about the contributions their profession makes to an interprofessional team. Each group will be assigned to learn about one of the levels of public health leadership we will be studying this semester.

Monday, March 19, 2018, 4:30 – 6:30, Room 1335 HSLC
Groups 1-3 will facilitate a discussion with an invited public health leader who represents that specific level of leadership. Each group will provide an overview of their level of leadership, introduce a public health leader who will present his/her personal leadership journey for approximately 20 minutes, and then facilitate a discussion.

Monday, April 16, 2018, 4:30-6:30, Room 1335 HSLC
Groups 4-6 will facilitate a discussion with an invited public health leader who represents that specific level of leadership. Each group will provide an overview of their level of leadership, introduce a public health leader who will present his/her personal leadership journey for approximately 20 minutes, and then facilitate a discussion.

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

Required Text: Rowitz, Louis, Essentials of Leadership in Public Health (2018), Jones and Barlett Learning, LLC: Burlington, MA.

Students will be able to share textbooks for this course. Textbooks (to share) will be provided by the groups for use during the course.

Technical Requirements & Support

Computer Requirements
This course requires Internet access and the following:

- A web browser (use only Google Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone (optional) and speaker
Student Success

This is a hybrid course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

Group Project:
Students will be randomly assigned to six groups that will represent the six levels of public health leadership. During the face-to-face sessions in March and April, each group will be responsible for educating the rest of the class about that specific level of leadership. Students will be responsible for the following steps:

- Students will be provided with the course seminar schedule on the first day of class. Students will be given time during the first class session to begin to plan for their session.
- Students will be responsible for the material in our text that relates to the level of leadership their group has been assigned. Assignments are as follows:

<table>
<thead>
<tr>
<th>Group Number/Level of Leadership</th>
<th>Chapters in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: Leadership at the Personal Level</td>
<td>Chapters 4 &amp; 5, pp. 55 - 76</td>
</tr>
<tr>
<td>Group 2: Leadership at the Team Level</td>
<td>Chapters 6 &amp; 7, pp. 79-107</td>
</tr>
<tr>
<td>Group 3: Leadership at the Organizational Level</td>
<td>Chapters 8 &amp; 9, pp. 111 - 131</td>
</tr>
<tr>
<td>Group 4: Leadership at the Community Level</td>
<td>Chapters 10 &amp; 11, pp. 135 - 155</td>
</tr>
<tr>
<td>Group 5: Leadership at the Global Level</td>
<td>Chapters 12 &amp; 13, pp. 159 - 169</td>
</tr>
<tr>
<td>Group 6: Leadership at the Professional Level</td>
<td>Chapters 15 &amp; 16 + Epilogue, pp. 173 - 194</td>
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</tbody>
</table>

- Students are responsible for inviting a guest speaker who represents their assigned level of leadership to class. Course instructors are good resources to assist in choosing or connecting to public health leaders. A template email that can be used to invite a guest is included at the end of this syllabus.
  - When inviting guests to participate in seminar, students are responsible for making the invitation early in the semester.
- Plans for seminar should be provided to the Instructor for approval at least three weeks prior to the scheduled session.
- Provide any materials (article(s), video, leader bio, project descriptions, case study or other materials) needed for the participants to prepare for the seminar one week before seminar.
- Provide a one- two page outline of the student led discussion one week before the scheduled seminar. The outline should include the following:
• Topic/Title of your session
• Date of your session
• Names of students responsible for leading the discussion
• Short description of how this topic/subject fits with your level of leadership
• Name of public health leader that you have invited
• Learning Objectives (what you hope to have your student colleagues gain by sharing this topic/information with them)
• A short outline of how you will use the class time for the discussion
• A brief list of the questions you hope to share as you lead your discussion

- Students are responsible to be prepared for each seminar by printing your own handouts or the materials you will need to participate in the discussion and bringing these items to the seminar. (No ppts or projectors, this is a discussion not a presentation).
- Discussion leader(s) are responsible to introduce the PH leader to the course instructor prior to the start of the day’s class and thank the leader for participating in the course following the discussion.

**On-line Discussions:**
There is an on-line discussion associated with the first four on-line modules. Students have been placed in small interprofessional groups to answer the questions and discuss the concepts covered in the module. All students should plan on posting once by Wednesday of the week the assignment is due so that there is ample time for students to have a meaningful on-line discussion following your initial posts. Participation in on-line discussions associated with Modules 1-4 is worth 25% of your grade.

**Personal Leadership Reflection:**
Students will personally explore leadership by following own interests to compile a personal reflection about what was learned through this seminar and your personal plans for contributing to public health leadership in the short and long-term. Be sure to incorporate your thoughts about interprofessional practice in your reflection. The paper should be 1000 words, double-spaced, one inch margins, 12-point font, which is about 4 pages. If you are using references, please use the APA format for your paper. Your reference list will not count within your total word count. Your personal leadership reflection will count for 40% of your grade in the course.

**Group Evaluation:**
Group work can be challenging. For this course, we use an on-line quiz that is meant to provide you with an opportunity to evaluation your work and the work of your group members. The completion of this evaluation (on-line quiz) will count for 10% of your final grade.
OTHER COURSE INFORMATION:

**Course Policies & Procedures**

**Communicating with the Instructor and TA**

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

**Hybrid Course**

This is a hybrid course that requires attendance in face-to-face meeting and participation in online activities.

**Email and Internet**

WiscMail is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their WiscMail email regularly.

*All instructor correspondence will be sent to your wisc.edu email account.*

**Campus Network or Desire2Learn Outage**

When access to Desire2Learn is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the Outages page.

**Late or Missed Assignments**

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Central Standard Time-CST) are **firm**. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

**Submitting Assignments**

All assignments, unless otherwise announced, MUST be submitted to the designated area in Canvas. Do not submit an assignment via email.

**Drop and Add Dates/Withdrawals**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course.

If you are considering a withdrawal, please review: Withdrawal from Classes, and Term Withdrawal FAQ.

**Grade Appeals**

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department per the appeal process.

**Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.
Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your WiscMail email and the course site often.

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide’s to Rules, Rights and Responsibilities

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.”
http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.
The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” [https://diversity.wisc.edu/]
Dear (Dr/Mr/Ms) ____________: 

As a student in Interprofessional Public Health Leadership our group would like to invite you to participate in our group discussion on Monday, month/day/year, from 4:30-6:30 PM. We would like to invite you to share your perspectives about public health leadership. (BRIEFLY DESCRIBE GENERAL INFORMATION ABOUT THE LEVEL OF LEADERSHIP YOU WISH FOR THE SPEAKER TO REPRESENT).

If you are available and willing to participate, please reply to ____________________________.

Following your confirmation of the date and topic, we will be contacting you to discuss our seminar session in greater depth. In particular we would like to engage you in a discussion about your personal public health leadership journey.

The format of the seminar will be as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>Student Discussion Leader(s) introduce themselves</td>
</tr>
<tr>
<td></td>
<td>Student introduces guest</td>
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<tr>
<td>15 minutes</td>
<td>Public health leader provides an overview of his/her leadership journey. The overview should include the following:</td>
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<tr>
<td></td>
<td>• Leaders’s background and history related to area of public health practice</td>
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<td></td>
<td>• Relevance to public health practice and current public health environment</td>
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<tr>
<td></td>
<td>• Overview of research or key points from seminal work</td>
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<td></td>
<td>• Advice to future leaders</td>
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<td>• Other thoughts/comments</td>
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<tr>
<td>15 minutes</td>
<td>Student facilitated discussion which may include one or more of the following techniques:</td>
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<tr>
<td></td>
<td>• Q&amp;A,</td>
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<td>• Case study,</td>
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<td></td>
<td>• Discussion of pertinent aspects of a paper,</td>
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<td></td>
<td>• Debate of controversial positions related to the issue, and/or</td>
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<td></td>
<td>• Inter-active dialogue regarding the topic.</td>
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<tr>
<td>5 minutes</td>
<td>Wrap-up/summation of leadership level by student facilitators</td>
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</tbody>
</table>

Thank you in advance for considering our request. We look forward to hearing from you regarding your availability to participate in our class.

Sincerely,
## Course at a Glance:

<table>
<thead>
<tr>
<th>Modules and Dates</th>
<th>Tasks</th>
<th>Assignments/Due Dates:</th>
</tr>
</thead>
</table>
| **Module 1: The Basics:**  
  *Interprofessional Teams and Public Health 101*  
  January 23 – February 3, 2018 | | January 29, 2018 F2F Session  
February 3, 2018 Online Discussion |
| **Module 2: Addressing Complex Public Health Issues takes a Team**  
  February 4 – February 24, 2018 | | February 24, 2018 Online Discussion |
| **Module 3: Effective Leadership in Public Health Practice**  
  February 5 – March 24, 2018 | | March 10, 2018 Online Discussion  
March 19, 2018 F2F Session |
| **Module 4: Leadership & Advocacy:**  
  *Making a Vision a Reality*  
  March 25 – April 16, 2018 | | April 14, 2018 Online Discussion  
April 16, 2018 F2F Discussion |
| **Module 5: Self-Reflection and Evaluation**  
  April 17 – May 5, 2018 | | May 5, 2018 Personal Reflection |