I. Course Description

Public health professionals do not work in isolation. Whether emergency preparedness, outbreak prevention, or health promotion, what we do requires cooperation and collaboration, but is there a difference? In this course participants will undertake challenges and exercises that will yield new perspectives for how people come together to achieve great things—traditionally and digitally in the 21st century. We will examine how collaboration differs from working together, and offer opportunities to develop skills for successful and effective group functioning. All will be challenged to examine personal strengths (and the strengths of others) as they relate to leadership and followership. Whether you are experienced as a leader, want to develop team interactions skill, or increase understanding of team roles…we are confident you will leave the class with a refined view of leadership and enhanced capacity for practicing leadership and followership. This course will be interactive, led by a seasoned paramedic and public health nurse, who will offer vivid learning
experiences and examples from their experiences in disaster response, emergency preparedness, and global health.

II. Course Prerequisites

Completion of the Strengths-based Leadership assessment (bring results to first class).

III. Course Goals and Objectives

Upon completion of this course, students will be able to:

- Identify three types of groups relevant to public health practice and achieving public health goals.
- Describe leadership traits and strategies.
- Describe ideal followership and the importance of strong followers.
- Use the action wheel to guide team-based initiatives.
- Identify appropriate use of technology tools in public health group settings.
- Describe at least three strategies for intervening with challenging group members or colleagues.
- Explain how awareness of strengths—one’s self, and others—can lead to more effective collaboration.

IV. Methods of Instruction and Work Expectations

In this course we will use a variety of teaching methods and strategies including:

- Exercises, challenges
- Mini-lectures, interactive guest panel
- Large and small group discussions
- Time to practice group facilitation and planning skills
- Written assignments

V. Course Text and Readings

Textbook


Required online readings & websites listed on the syllabus can be accessed by clicking on the weblink, if provided. Journal articles and other required readings are available as PDF documents on the Moodle site associated with this course. Or, you can access them through PubMed or the University Libraries (see instructions listed below). Students are responsible for downloading all course materials and completing pre-course assignments.

Access Course Moodle Site

- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

Access PubMed

- Type in the PMID number listed on the course materials, click the go button
- This takes you to a citation page, click on the author name
- This takes you to the abstract page, click on the journal title button
- This takes you to the full journal article

Access University Libraries

- Go to the U of MN libraries website at http://www.lib.umn.edu/#articlesanddatabases
- Type in the journal title in the “Search For” box, click the go button
- This takes you to a list of possible journal titles, click on the title you want
- This takes you to a search form, fill in citation information, click the go button
- You will be prompted to login with your X.500 number and password
- This will take you to the journal and the abstract of the article
- Find on the page where it says Full Text or PDF (it is different for each journal), click on that and the full text will open.

**Strengths Finder Assessment – REQUIRED PRECOURSE ASSIGNMENT**

You are required to purchase the Clifton Strengths Based Leadership book (http://www.strengthsfinder.com/home.aspx) for details but feel free to purchase anywhere. Each book comes with a unique code so that you can take the online self-assessment. You need to complete the self-assessment before the first day of class and bring a copy of your self-assessment to class!!! At amazon.com (http://www.amazon.com/Strengths-Based-Leadership-Leadership-People/dp/1595620257/ref=sr_1_1?ie=UTF8&qid=1363634435&sr=8-1&keywords=strengths+based+leadership) the book is $16.00, approximately.

**Required Readings**


**ADDITIONAL READINGS AS RESOURCES (NOT REQUIRED FOR CLASS)**

**Coalition/Community Planning/Work Groups**


**Electronic Group Tools**


Web resources we will explore re: social networking, collaboration tools:

Facebook (www.facebook.com)

Google Groups (www.google.com)

Skype (www.skype.com)

**Focus Groups**


**Group-based Interventions**


Group Theory

VI. Course Outline/Weekly Schedule

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course overview</td>
</tr>
<tr>
<td></td>
<td>Groups we are a part of (Exercise)</td>
</tr>
<tr>
<td></td>
<td>Leadership frameworks</td>
</tr>
<tr>
<td></td>
<td>Strengths Finder</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>Assignment:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Questions/answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teambuilding (Exercise)</td>
</tr>
<tr>
<td></td>
<td>Guest Panel</td>
</tr>
<tr>
<td></td>
<td>Action Wheel</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>Assignment:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Questions/answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Across Cultures</td>
</tr>
<tr>
<td></td>
<td>Privilege</td>
</tr>
<tr>
<td></td>
<td>Followership (Exercise)</td>
</tr>
<tr>
<td></td>
<td>Active Listening (Exercise)</td>
</tr>
<tr>
<td></td>
<td>Literature Critique (Presentations)</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>Assignment:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 4</th>
<th>Questions/Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership in Public Health</td>
</tr>
<tr>
<td></td>
<td>Leaders in Public Health History (Presentations)</td>
</tr>
<tr>
<td></td>
<td>Wrap up, Feedback</td>
</tr>
</tbody>
</table>

VII. Evaluation and Grading
Two written assignments will be required to be completed by the end of the course. These will provide students with the opportunity to demonstrate understanding of group types and strategies to address challenges that can arise in groups. Assignments will each be graded on a 25-point scale (25% of final grade).

1. Application of the action wheel to a public health problem/topic you care about, including literature to support your proposed strategy to lead an intervention/change addressing the problem.
2. A reflection on your strengths finder results, specifically considering how you might function as (a) a leader and (b) a follower in different types of groups including (1) long standing groups, (2) crisis-inspired groups.
In addition, grades will also be assigned for classroom participation as described below.

1. Students will be able to obtain credit for classroom participation by asking questions, and participating in discussions and hands-on activities (25 points, 25% of final grade).
2. Students will be expected to actively lead an in-class discussion, which might include an article critique, a mock group dynamic, or an explanation of an online resource useful in group planning or implementing (25 points, 25% of final grade).

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% (4.0) Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>(3.67)</td>
</tr>
<tr>
<td>B+</td>
<td>(3.33)</td>
</tr>
<tr>
<td>B</td>
<td>80-90% (3.0) Represents achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B-</td>
<td>(2.67)</td>
</tr>
<tr>
<td>C+</td>
<td>(2.33)</td>
</tr>
<tr>
<td>C</td>
<td>70-80% (2.0) Represents achievement that meets the minimum course requirements in every respect.</td>
</tr>
<tr>
<td>C-</td>
<td>(1.67)</td>
</tr>
<tr>
<td>D+</td>
<td>(1.0)</td>
</tr>
<tr>
<td>D</td>
<td>60-70% (1.0) Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>below 60% (0.0) Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
</tbody>
</table>

- **S/N option must complete all assignments to a C- level (70%):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).</td>
</tr>
<tr>
<td>N</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:**

If applicable, students may change grading options during the initial registration period or during the first two weeks of the term. The grading option for a Public Health Institute 4-day course may not be changed after the second day of class. Or, after the first day of class for a 2-day course.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary
circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

Course Evaluation
Beginning in fall 2008 the School of Public Health will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete the course evaluations. Students who complete the course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed the course evaluation or not.

Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the course for which you are registered.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu. The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. See section below for rules about Public Health Institute courses.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information

WITHDRAWAL POLICY FOR PUBLIC HEALTH INSTITUTE COURSES
School of Public Health students may withdraw from a 4-day course through the second day of class without permission and no “W” will appear on the transcript. Students enrolled in 2-day courses may withdraw only through the first day of class. After these withdrawal deadlines pass students are required to do the following.

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
- The student must send an e-mail to the SPH Student Services Center (SSC) at sph-ssc@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student’s intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A “W” will be placed and remain on the student transcript for the course.
Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University’s Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others’ work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).