

PUBH 6751, Section 320, 321

Principles of Management in Health Services Organizations
 Spring 2019, Term B

COURSE & CONTACT INFORMATION

Credits: 2 credits

Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Moodle at <http://moodle.umn.edu>.

Contact Type	Contact Information	Role	When to Contact
Instructor	James W. Begun begun001@umn.edu 612-624-9319	Primary instructor for this course.	Questions about the course content or grades, to submit a letter from the Disability Resource Center, to request an extension.
Teaching Assistant	Taiwo Aremu aremu006@umn.edu Casey Rieck riek057@umn.edu Antonette Shockey shock080@umn.edu	Assigns initial grades and feedback on assignments. Facilitates group discussions.	Questions about assignments, deadlines, and course policies.
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within 24 hours/7 days a week.

COURSE DESCRIPTION

PubH6751, Principles of Management in Health Services Organizations, is a required course in the MPH curriculum. Students from other programs and from outside Public Health are welcome with the instructor's permission; however, please note that the content is customized to public health competencies and settings (typically, not-for-profit or public organizations). We attempt to apply management competencies with a public health lens, taking into account fundamental public health values such as social justice, reliance on evidence, community self-determination, and interdependence.

The course draws primarily from the fields of organizational theory and behavior to equip students with management and leadership competencies that enable them to make a positive difference in their work organizations and in the health of populations. In addition to facilitating more effective management and leadership, the competencies enable those who will not be in management positions to better understand managers and management and to more effectively contribute to their organizations, programs, and teams.

Acknowledgments

The SPH Office of E-Learning Services, in particular Bernadette Gloeb and Jim Harpole, contributed significantly to the development of this online course.

COURSE PREREQUISITES

Public health MPH or certificate student; dentistry MS student; environmental health MS or PhD major; or instructor's consent.

COURSE GOALS & OBJECTIVES

There are 10 course learning objectives. After completing this course, students will be better able to:

- 1) Describe key issues and competencies for the management of healthcare and public health organizations in the United States;
- 2) Understand personal strengths and weaknesses in management competencies;
- 3) Effectively contribute to organizational teams and teamwork;
- 4) Constructively manage conflict and diversity in the workplace;
- 5) Apply quality and performance improvement concepts to address organizational performance issues;
- 6) Develop and communicate program and organizational vision, mission, goals, objectives and budget;
- 7) Manage change in teams, programs, and organizations;
- 8) Use power and politics for personal and organizational effectiveness;
- 9) Communicate clearly and concisely in writing; and
- 10) Apply systems thinking tools to public health issues.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations

PubH6751 is a 2-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, a 2-credit course requires approximately 90 hours (45 hours x 2) of effort spread over the course of a 15-week term in order to earn an average grade, or 6 hours per week. Since this is a 7-week course, the workload is compressed into 7 rather than 15 weeks, i.e., approximately 12 rather than 6 hours per week.

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc. The course also is offered in face-to-face format in the Fall and Spring, should that be your preference.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences. Collaborating, listening, and engaging are critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group discussion, this can mean:

- Respect the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student-to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

There is one required textbook: *Becoming a Master Manager: A Competing Values Approach*, sixth edition, by Quinn, Faerman, Thompson, McGrath, and Bright (New York: Wiley, 2015, ISBN 978-1-118-58258-9). (Note: Earlier editions of the text are not advised for this course.)

The textbook is available from the University of Minnesota Bookstore in Coffman Memorial Union and several other outlets, for purchase or rental in hard copy or digital format. Four hard copies of the textbook are on reserve for this course at the University of Minnesota [Bio-Medical Library](#) (at the front desk, for 3-hour use in the Library only). Resources other than the required textbook are linked or posted on the course website.

This course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

Week	Topic	Resources	Activities/Assignments
<p>Lesson 1 March 12-17</p>	<ul style="list-style-type: none"> • Course Orientation and Framework 	<p>Required Resources:</p> <ul style="list-style-type: none"> • <i>Master Manager</i>, chapter 1 (partial), “The Competing Values Approach to Management,” pp. 1-20. • “Competing Values Framework Introduction,” YouTube video, University of Michigan, June 29, 2012 (7 minutes, 5 seconds). • L. Shi and D.A. Singh, “An Overview of US Health Care Delivery,” pp. 1-42 in <i>Delivering Health Care in America: A Systems Approach</i>, 7th ed. (Burlington, MA: Jones and Bartlett Learning, 2019). <i>Read pp. 1-22 and skim remainder.</i> • P.K. Halverson, G.P. Mays, and R. Hogg, “The Organizational Landscape of the American Public Health System,” pp. 205-225 in J.W. Holsinger, Jr. (ed.), <i>Contemporary Public Health: Principles, Practice, and Policy</i> (Lexington, KY: Univ. of Kentucky Press, 2013). • “One Health Basics,” Centers for Disease Control and Prevention, 2018. • “Social Determinants of Health,” HealthyPeople.gov, U.S. DHHS, 2019. <p>Optional Resources:</p> <ul style="list-style-type: none"> • D.H. Roby, “Strengthening the Safety Net,” pp. 703-725 in G. Kominski (ed.), <i>Changing the U.S. Health Care System</i>, 4th ed. (San Francisco, CA: Jossey-Bass, 2014). <i>More detail on healthcare delivery with a public health orientation.</i> 	<ul style="list-style-type: none"> • Discussion Assignment 1: Overview and Self-Assessment. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.

<p>SPRING BREAK March 18-24</p>			
<p>Lesson 2 March 25-31</p>	<p>Creating and Sustaining Commitment and Cohesion</p>	<p>Required Resources:</p> <ul style="list-style-type: none"> • <i>Master Manager</i>, Module 1, “Creating and Sustaining Commitment and Cohesion,” pp. 33-107. • L. Fick-Cooper and E.L. Baker, “The Management Moment: Building Conflict Competence,” <i>Journal of Public Health Management and Practice</i>, 2011, 17(2), 187-189. • “How to Resolve Workplace Conflict - In a Nutshell,” YouTube video, July 10, 2014 (2 minutes, 42 seconds). • “How to Do Effective Performance Appraisals,” YouTube video, July 10, 2008 (4 minutes, 21 seconds). • S. Heen and D. Stone, “Find the Coaching in Criticism,” <i>Harvard Business Review</i>, 2014, 92(1/2), 113-117. • I. Bohnet, “How to Take the Bias Out of Interviews,” HBR.org, April 18, 2016, 4 pp. <p>Optional Resources:</p> <ul style="list-style-type: none"> • <i>Master Manager</i> Module 1 Lecture (19 minutes, slides with audio; pdf also posted). • “William Ury: The Walk from ‘No’ to ‘Yes.’” TED Talks video, December, 2010 (19 minutes, 15 seconds). <i>More ideas from the co-author of Getting to Yes.</i> • “Margaret Heffernan: Dare to Disagree,” TED Talks video, June, 2012 (12 minutes, 56 seconds). <i>Good disagreement is central to progress.</i> 	<ul style="list-style-type: none"> • Individual Assignment 1: Managing Teams and Conflict. Due by 11:55 pm, Sunday. • Discussion Assignment 2: Giving and Receiving Feedback. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.

Lesson 3
April 1-7

- **Establishing and Maintaining Stability and Continuity**

Required Resources:

- *Master Manager*, Module 2, “Establishing and Maintaining Stability and Continuity,” pp.108-169.
- L.F. Fallon, J.W. Begun, and W. Riley, “Managing Performance and Quality,” pp. 245-271 in *Managing Health Organizations for Quality and Performance* (Sudbury, MA: Jones and Bartlett, 2012).
- R. Niles and K. Wile, “Seeing the System in a ‘Scandal,’” *The New Systems Thinker*, 2015, 1(3), 3 pp.
- K. Hutchinson, “[Systems Thinking and Evaluation](#),” YouTube video, Oct 16, 2014 (5 minutes, 11 secs).
- CDC, “[The Value of Systems Thinking](#),” YouTube video, October 26, 2017 (10 minutes, 9 seconds).
- C. Clearfield and A. Tilcsik, “Reading the Writing on the Wall,” pp. 121-128 in *Meltdown: Why Our Systems Fail and What We Can Do About It* (New York: Penguin Press, 2018).

Optional Resources:

- *Master Manager* Module 2 Lecture (14 minutes, slides with audio; pdf also posted)
- [Institute for Health Improvement Open School for Health Professions](#). *The IHI Open School offers web courses on a variety of quality improvement topics.*
- “[Using Lean Six Sigma to Build a Healthy Community](#),” YouTube video, May 5, 2017 (8 minutes, 49 seconds). *An example of lean used in public health settings.*

- **Individual Assignment 2: Monitoring Performance.** Due by 11:55 pm, Sunday.
- **Discussion Assignment 3: Failure in Complex Systems.** To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.

<p>Lesson 4 April 8-14</p>	<ul style="list-style-type: none"> Improving Productivity and Increasing Profitability I 	<p>Required Resources:</p> <ul style="list-style-type: none"> <i>Master Manager</i>, Module 3 (partial), "Improving Productivity and Increasing Profitability," pp. 170-194. The Community Toolbox, Chapter 8, Section 1, "An Overview of Strategic Planning or 'VMOSA' (Vision, Mission, Objectives, Strategies, and Action Plans)" - Main Section and Examples. 2018. The Community Toolbox, Chapter 43, Section 1, "Planning and Writing an Annual Budget" - Main Section. 2018. M. Espinoza, "Sonoma County Poised to Cut Up to 40 Mental Health Jobs, Reduce Funding for Services," <i>Santa Rosa Press Democrat</i>, January 30, 2018. <p>Optional Resources:</p> <ul style="list-style-type: none"> <i>Master Manager</i> Module 3 Lecture (12 minutes, slides with audio; pdf also posted) L. Gapenski, Public Health Finance Tutorials, Tutorial III, Financial Planning and Budgeting. 2018. <i>One of six brief modules on public health finance. Includes self-test questions.</i> 	<ul style="list-style-type: none"> Individual Assignment 3: Vision/Mission Analysis. Due by 11:55 pm, Sunday. Discussion Assignment 4: Budget Shortfall. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.
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<p>Lesson 5 April 15-21</p>	<ul style="list-style-type: none"> • Improving Productivity and Increasing Profitability II 	<p>Required Resources:</p> <ul style="list-style-type: none"> • <i>Master Manager</i>, Module 3 (partial), pp. 194-241. • D. Pink, "The Puzzle of Motivation," TED Talks video, July, 2009 (18 minutes, 36 seconds) <p>or</p> <ul style="list-style-type: none"> • "RSA Animate - Drive: The Surprising Truth about What Motivates Us," YouTube video (10 minutes, 48 seconds). <p>Optional Resources:</p> <ul style="list-style-type: none"> • E. Seppala, "To Motivate Employees, Do 3 Things Well," HBR.org, January 4, 2016, 3 pp. <i>Employees respond to inspiration, kindness, and self-care</i> 	<ul style="list-style-type: none"> • Individual Assignment 4: Job Design. Due by 11:55 pm, Sunday. • Discussion Assignment 5: Assessing Organizational Culture. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.
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<p>Lesson 6 April 22-28</p>	<ul style="list-style-type: none"> Promoting Change and Encouraging Adaptability 	<p>Required Resources:</p> <ul style="list-style-type: none"> <i>Master Manager</i>, Module 4, “Promoting Change and Encouraging Adaptability,” pp. 242-311. Ash, “Managing Change: Analysis of a Hypothetical Case,” <i>Journal of the American Medical Informatics Association</i>, 2000, 7(2), 125-134. S. Armbruster, J. Moran, and L. Beitsch, “Change Resisters: People Who Block Change Initiatives and 5 Tips to Overcome Resistance,” <i>Journal of Public Health Management and Practice</i>, 2013, 19(5), 483-484. S. Johnson, “Where Good Ideas Come From,” YouTube video, September 17, 2010 (4 minutes, 7 seconds). N. DiTomaso, “How Social Networks Drive Black Unemployment,” <i>New York Times</i>, May 5, 2013. <p>Optional Resources:</p> <ul style="list-style-type: none"> <i>Master Manager</i> Module 4 Lecture (13 minutes, slides with audio; pdf also posted) R. Heifetz, A. Grashow, and M. Linsky, “Act Politically,” pp. 133-148 in <i>The Practice of Adaptive Leadership</i> (Boston: Harvard Business Press, 2009). <i>Political skills for moving organizations</i>. R. Cialdini and S. Martin, “Science of Persuasion,” YouTube video, November 26, 2012 (11 minutes, 50 seconds). <i>Six ways to influence others</i>. A.B. Rochlen, “How to Give a Killer Presentation,” YouTube video, July 24, 2011 (14 minutes, 24 seconds). <i>Popular advice on presenting</i>. 	<ul style="list-style-type: none"> Individual Assignment 5: Change Analysis. Due by 11:55 pm, Sunday. Discussion Assignment 6: Using Power and Influence. To allow for discussion, initial post required by 11:55 pm, Friday. Full assignment due by 11:55 pm, Sunday.
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<p>Lesson 7 April 29 - May 5</p>	<ul style="list-style-type: none"> • Making a Difference 	<p>Required Resources:</p> <ul style="list-style-type: none"> • <i>Master Manager</i>, “Conclusion: Integration and the Road to Mastery,” pp. 312-329. • C.F. Dye, “Servant Leadership,” pp. 139-153 in <i>Leadership in Healthcare</i>, 3rd ed. (Chicago: Health Administration Press, 2017). • L. Spears, “Practicing Servant-Leadership,” <i>Leader to Leader</i>, 2004, Fall, 7-11. • K.H. Aij and S. Rapsaniotis, “Leadership Requirements for Lean versus Servant Leadership in Health Care: A Systematic Review of the Literature.” <i>Journal of Healthcare Leadership</i>, 2017, 9, 1-14. <p>Optional Resources</p> <ul style="list-style-type: none"> • J.W. Begun and J.L. Malcolm, “Why Leadership? Why Now?” pp. 3-26 in <i>Leading Public Health: A Competency Framework</i> (New York: Springer Publishing, 2014). <i>Public health professionals need to step forward in leadership activities.</i> • M. Hanna-Attisha, “How a Pediatrician Became a Detective,” <i>New York Times</i>, June 9, 2018. <i>Speaks to the need to mobilize and lobby, in addition to presenting scientific evidence, to improve community health.</i> 	<ul style="list-style-type: none"> • Individual Assignment 6: Final Self-Reflection. Due by 11:55 pm, Friday.
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SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Our target for making grades visible to students for Discussion Assignments 1-6 is Tuesday midnight following the end of each discussion on Sunday. For Individual Assignments 1-6, the target for making grades visible is Friday midnight following the end of each lesson week on Sunday. In both cases, grades are invisible to students during the grading process. Generally a teaching assistant (TA) will do first-round grading, then the instructor will review all the grades for equity and consistency. If there are questions about grades, please contact the instructor rather than TAs. Components of the final grade are as follows:

Discussion Assignments 1-6 @ 4% each	24%
Individual Assignments 1-5 @ 12% each	60%
Individual Assignment 6	16%
TOTAL	100%

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale (see the University's Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>). As a required MPH core course, PubH6751 is offered A-F only (no S-N grades). Grade lines in this course are drawn as follows:

% In Class	Grade	GPA
94.00 - 100.00%	A	4.000
90.00 - 93.99%	A-	3.667
87.00 - 89.99%	B+	3.333
84.00 - 86.99%	B	3.000
80.00 - 83.99%	B-	2.667
77.00 - 79.99%	C+	2.333
74.00 - 76.99%	C	2.000
70.00 - 73.99%	C-	1.667
67.00 - 69.99%	D+	1.333

64.00 - 66.99%	D	1.000
< 64%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because 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 (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
Late Assignments	<p>Assignments completed late without prior permission are penalized as noted on the assignment.</p>
Makeup Work for Legitimate Reasons	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events <p>Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://z.umn.edu/sphmakeupwork).</p>

Extra Credit	All students are evaluated on the basis of the same assignments. There is no extra credit work.
Saving & Submitting Coursework	Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.
Technical Issues with Course Materials	<p>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"> • Go to Quick Help: http://z.umn.edu/sphquickhelp. • Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> ○ Provide as much information as possible, so the tech team can best help you as soon as possible. ○ You can expect a response within 1-2 business days to help resolve the problem.

CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	1) Describe key issues and competencies for the management of healthcare and public health organizations in the United States	Discussion Assignment 1: Overview and Self-Assessment (4% of total grade)
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	4) Constructively manage conflict and diversity in the workplace	Individual Assignment 1: Managing Teams and Conflict (12% of total grade) Discussion Assignment 2: Giving and Receiving Feedback (4% of total grade) Discussion Assignment 5: Assessing Organizational Culture (4% of total grade)
10. Explain basic principles and tools of budget and resource management	5) Apply quality and performance improvement concepts to address organizational performance issues 6) Develop and communicate program and organizational vision, mission, goals, objectives, and budget	Individual Assignment 2: Monitoring Performance (12% of total grade) Individual Assignment 4: Job Design (4% of total grade) Discussion Assignment 4: Budget Shortfall (4% of total grade)
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	2) Understand personal strengths and weaknesses in management competencies 6) Develop and communicate program and organizational vision, mission, goals, objectives, and budget. 7) Manage change in teams, programs, and organizations	Discussion Assignment 1: Overview and Self-Assessment (4% of total grade) Individual Assignment 6: Final Self-Reflection (16% of total grade) Individual Assignment 3: Vision/Mission Analysis (12% of total grade) Individual Assignment 5: Change Analysis (12% of total grade)
17. Apply negotiation and mediation skills to address organizational or community challenges	8) Use power and politics for personal and organizational effectiveness	Discussion Assignment 2: Giving and Receiving Feedback (4% of total grade) Discussion Assignment 6: Using Power and Influence (4% of total grade)
18. Select communication strategies for different audiences and sectors	6) Develop and communicate program and organizational vision, mission, goals, objectives, and goals.	Discussion Assignment 2: Giving and Receiving Feedback (4% of total grade) Individual Assignment 3: Vision/Mission Analysis (12% of total grade)
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	9) Communicate clearly and concisely in writing	All six Individual Assignments (76% of total grade), particularly Individual Assignment 6: Final Self-Reflection (16% of total grade)
21. Perform effectively on interprofessional teams	3) Effectively contribute to organizational teams and teamwork	Individual Assignment 1: Managing Teams and Conflict (12% of total grade)

22. Apply systems thinking tools to a public health issue	10) Apply systems thinking tools to public health issues	Individual Assignment 2: Monitoring Performance (12% of total grade) Discussion Assignment 3: Failure in Complex Systems (4% of total grade) Discussion Assignment 6: Using Power and Influence (4% of total grade)
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