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SYLLABUS FOR ENV H 427/527 LEADERSHIP IN PUBLIC HEALTH

Winter 2025

CONTACT INFORMATION

Instructor: Hilary Godwin (*she/her*), Dean of the UW School of Public Health and Professor of Environmental and Occupational Health Sciences

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Office hours: Mondays, 3:30-4:30 pm PDT either in HRC 221A or at <https://zoom.us/j/9056654846> or by appointment (to make an appointment, please contact JeShawna Schmidt at jacs1007@uw.edu)

Instructor: Juanita Ricks (*she/her*), Assistant Dean for Students for the UW School of Public Health

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Office hours: Fridays, 12-1 pm PST at <https://washington.zoom.us/my/juanitaricks> or by appointment (please email Kara Leon kara19@uw.edu)

Course times and locations

Discussion: 5-6 pm on Mondays in HSEB 245

Class Dinners: 6-7 pm in HRC 2nd Floor Kitchen on January 13, February 3, and March 10

Course website:

<https://canvas.uw.edu/courses/1786410>

LAND ACKNOWLEDGEMENT

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

ILLNESS PROTOCOL

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. [UW Environmental Health & Safety](#) recommends that you wear a well fitting mask while you are symptomatic

Additional recommendations include getting your [annual flu shot](#) and getting boosted with the updated COVID vaccines (available at clinics and pharmacies, as well as through UW Medicine and local health agencies).

Please check your email and CANVAS announcements daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

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COURSE DESCRIPTION

“Leadership in Public Health” (ENVH 427/527) is the second quarter in a three-quarter sequence designed for students who are serving on the School of Public Health Dean’s Advisory Council of Students (DACS). Whereas fall quarter focuses on development of personal leadership skills and acumen, the winter quarter (this quarter) focuses on leading others in academic settings and the spring quarter focuses on leading others in practice/community contexts.

ENVH 427 is designed for undergraduate students (juniors and seniors) and ENVH 527 is designed for graduate students (master's and doctoral students). Students are expected to serve on DACS for a minimum of three consecutive quarters and register for the relevant course in the series each of those quarters.

COURSE LEARNING OBJECTIVES

At the end of the course in the Winter, students will be able to:

1. Develop a simple informational chart that explains the roles and responsibilities for individuals in key leadership positions in the UW School of Public Health and central administration;
2. Explain what “shared governance” means and how shared governance is manifested at UW and our school;
3. Explain basics of academic budgeting to a peer.

Graduate students should additionally be able to:

- Facilitate groups of undergraduates (who are on DACS) working on a team project and explain how that project relates to UW SPH values and priorities.

The School of Public Health (SPH) is accredited by the Council on Education for Public Health (CEPH). This course is aligned with the following Council on Education for Public Health (CEPH) MPH Core Competencies:

- D2-10 Explain basic principles and tools of budget and resource management
- D2-16 Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
- D2-18 Select communication strategies for different audiences and sectors
- D2-21 Perform effectively on interprofessional teams

For additional information on the 2020 SPH CEPH accreditation please visit the SPH’s [CEPH Accreditation](#) webpage.

REQUIRED TEXTBOOKS & READINGS

There is not a required textbook for this course, but short readings will be distributed via the course website in advance. Students are expected to read these materials in advance, respond to prompts about the readings via the class discussion board (on Canvas) and be prepared to discuss in class.

GRADING

This class will be offered credit/no credit. Each student is required to score 75% of the total points by the end of the course to successfully pass this course.

There are four types of assignments (worth 90% of the grade) plus participation points (worth 10% of the grade):

- Individual responses to pre-reads and prompts before class (worth 20% of total grade)
- Team Project (worth 40% of grade)
- Peer-Evaluation (worth 10% of grade)
- Individual Review & Connections or Synthesis & Reflection (worth 20% of total grade)

If you are unable to make the deadline for a particular assignment, please contact the instructors in advance to request an extension.

Respond to prompts about required readings (20%). Required readings (typically a short article related to the topic to be covered) will be posted on the course website along with prompts that students should respond to. Students must post their responses to the prompts on Canvas by midnight on the Friday before the class session where the reading/topic will be discussed to receive credit. Students must respond to all 4 prompts during the quarter, with each response counting as 5% of the total grade for the course.

Group Activity (40%). Students will work in teams to complete group projects, which can either be focused on (A) assessing a need or problem or (B) designing and implementing a solution to a problem/addressing a need identified by a prior DACS group assessment.

Examples of team projects include:

- Assessment: Working with UW Food Pantry staff to assess demographics and needs of food pantry users at UW. (Note: survey has already been developed by prior DACS group.)
- Implementation: Develop & deploy strategy for communicating existing mental health resources to students. (Note: list of resources has already been compiled by a prior DACS group.)

In the fall quarter, each team will need to submit four different deliverables:

- Stakeholder Identification and Communication Plan (5% of grade)
- Description of Assessment or Implementation Approach (5% of Grade)
- Team Presentation (each team member is expected to participate in preparation and delivery via Zoom during the class session on 3/7) (15% of grade)
- Project Plan/Proposed Timeline (15% of grade)

Team deliverables are submitted as a team via Canvas and only need to be uploaded by one team member.

Peer-and Self-Evaluation (10%). All students must submit a peer evaluations for the individuals that they worked with on the group activity as well as a self-evaluation of their own team participation for the quarter. The points you receive are based on submitting complete peer evaluations (not the numerical scores you receive from your group members or that you give to others in your group).

Final Reflection (20%).

- A. *For ENVH 427 students only: Review & Connections (20%).* One page summary (single-spaced, 12 point font) of the most important lessons that you learned from the course this quarter and how they are relevant to your ability to be successful in your other courses/program in the School of Public Health and your career goals. Refer to content from presentations, discussions and readings.
- B. *For ENVH 527 students only: Synthesis & Reflections (20%)* One page synthesis (single-spaced, 12 point font) of the overarching themes covered in the course this quarter and how they are relevant to your own professional development. Refer to content from presentations, discussions and readings. Suggest 2-3 ways that concepts discussed in this class could be used to design interventions to improve our school.

Participation (10%). Students are expected to attend at least six (6) of the eight (8) class sessions this quarter (either in person or, if you have prior permission from the instructors, by Zoom) and to participate actively in discussions. To get participation credit for attending a class session by Zoom, you are expected to have your video on, respond to check-ins using the chat function, and speak at least once during each breakout session. If you have a personal reason why you cannot have your video on for a specific class session (e.g., you have bad connectivity or are just having a bad day), please message the instructors in the chat at the beginning of class so that you can still get credit for participation.

Late assignment policy

Please email the instructors (hgodwin@uw.edu and jmricks@uw.edu) if you would like an extension on an assignment. No late assignments will be accepted after midnight on Wednesday, March 19th.

COURSE SESSION SCHEDULE

Winter 2025				
	Class Session	Topic in Class	Assign Due Date	Assignment Topic
Week 1	6-Jan	Academic budget overview and consultation on SPH tuition proposals for AY25-26	10-Jan	Individual: NY Times Happiness Challenge prompt
Week 2	13-Jan	Team work: Stakeholder identification & communication strategy (Dinner from 6-7)	17-Jan	Team: Stakeholder identification and communication plan
Week 3	20-Jan	University Holiday	24-Jan	Individual: Reflection on academic leadership
Week 4	27-Jan	Roles and responsibilities of leaders at UW and in SPH (Juanita presenting); Consultation around faculty hiring plan submission	31-Jan	Individual: Reflection on Shared Governance
Week 5	3-Feb	Guest academic leader: Emily Williams (Dinner from 6-7)	7-Feb	Individual: Reflection on UW SPH and continuum of becoming an anti-racist org
Week 6	10-Feb	Student concerns (Juanita presenting and leading discussion)	14-Feb	Team: Description of assessment or implementation approach
Week 7	17-Feb	University Holiday	21-Feb	
Week 8	24-Feb	Team work: Preparation for presentations	28-Feb	
Week 9	3-Mar	Team Presentations (Zoom only; HG OOO)	7-Mar	Team: Presentation (upload) and project update
Week 10	10-Mar	Guest academic leader: Fred Nafukho (Dinner from 6-7)	14-Mar	Individual: End of quarter reflection and peer evaluations

SUPPLEMENTARY SUPPORTS

Communication and Writing Skills

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal to help you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, a list of resources at the UW and others accessible online can be found on the SPH Student and Academic Services (SAS) Canvas [here](#).

IMPORTANT POLICIES & RESOURCES

Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, unauthorized use of artificial intelligence (AI) tools, and other misconduct are serious violations of the University of Washington [Student Conduct Code \(WAC 478-121\)](#). We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the [SPH Academic Integrity Policy](#).

Use of Generative Artificial Intelligence in Coursework

In this class, you are permitted to use AI tools to assist you in gathering information, writing drafts, and revising your writing. If you choose to use generative AI tools for an assignment in this class, you are required to do the following. These activities are meant to a) encourage your development of appropriate attribution skills, b) reflect upon how generative AI is contributing to or harming your learning, and c) protect you in the event of an Academic Misconduct investigation.

- 1) Use track changes to demonstrate how much of the written product was written by generative AI, and how much was written by you.
- 2) Maintain a history within the AI tool of your prompts and outputs (for example the chat history in ChatGPT).
- 3) Provide a written statement at the end of any assignment in which AI was used that includes the following:
 - a. A description of how you used generative AI in the assignment or project.
 - b. A description of how you verified outputs were correct or true.
 - c. A reflection on how using generative AI tools befitted you or potentially harmed the learning goals of the assignment.
 - d. An attestation that you did not put any protected data into an AI tool during your completion of the assignment; including copyrighted materials, the intellectual property of others (including papers written by others, or the text of your instructors' assignment instructions), research or study data, interview transcripts, or personal information of others.

Access and Accommodations

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Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Inclusion & Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructors, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.

[Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly*, 1 & 2, 126-134.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Instead of 'either-or' thinking, try "both-and" thinking
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

Bias Concerns

The Office of the Dean has a [student concern policy](#), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu for immediate follow up. Bias concerns can be anonymously and

confidentially reported via the online form found here:

<https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI and the Assistant Dean for Students and tracked for resolution and areas are identified for further training.

Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the [bias concerns link](#). The University also has designated offices to help you: [SafeCampus](#); [Office of the Ombud](#); [Title IX Investigation Office](#); and [University Complaint Investigation and Resolution Office](#).

Safety

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

