Course Information

Course Number: PBHL 6340

Course Name: Population and Public Health Leadership

Course Faculty: Theresa Byrd, DrPH

Office hours: On ZOOM weekly, TBA

Course Description: This three-credit hour course focuses on Public Health leadership including various leadership theories, the challenges of public health leadership and how to develop your own leadership style and practice.

Course Prerequisite: None

Course Objectives and Expected Learning Outcomes:

At the end of this course, the student will be able to:

1. Describe how public health ethics differ from medical ethics
2. Discuss the importance of dialog and communication in public health leadership
3. Describe the role of strategic thinking in leadership
4. To distinguish between various leadership styles by clearly describing their defining characteristics and differences
5. Identify their own leadership style

Course Assessments: Learning in the course will be assessed using discussion and case studies, and quizzes, as well as the development of your own leadership framework.

Required Text: Helm-Murtagh SC and Erwin PC (eds). Leadership in Practice: Essentials for public health and health leaders (2023). Leadership in Practice: Essentials for Public Health and Healthcare leaders. Springer Publishing.

Attendance: Please be sure to complete all work in the scheduled time frame. Participation is graded based upon class discussion board. I will open all modules so you can complete at your own pace, but you still need to pay attention to the due dates on discussion questions, case studies and quizzes!

Grading: Letter grades are determined by the following percentage allocations: A = 90-100%; B = 80-89%; C = 70-79%; and F = <69%.

The final course grade will be determined based on the assigned percentages for each assignment category below:

Participation and responses (DQs):	20%
Case study responses:	20%
Quizzes:	30%
Leadership framework:	30%

Participation
Participation is assessed by discussion online. You are required to answer each of 8 discussion questions throughout the course. After you answer the question, you also are invited to respond to at least one of your peers' answers. Active participation enhances the learning of the class – sharing the experiences of others is the strength of this format. Please engage in discussion with each other! I will schedule occasional ZOOM meetings for discussion, but they are not required. I will record them and post for the class.

Course Schedule:

Date		Reading	Assignment
Module 1 Leadership basics (you have two weeks to complete this module)			
Jan12-Jan 25	Welcome, introductions, syllabus review Leadership Basics: Dialog, Moral Courage, System Thinking, Strategic Thinking, Emotional Intelligence	Chapters 1-5	Case study #1 due on Jan 19 Discussion Question 1 due Jan 25 Quiz 1 due Jan 25
Module 2 Key Leadership Theories (you have 7 weeks to complete this module)			
Jan 26-March 15	Learning about 5 different leadership theories/styles	Chapters 6-10	DQs due on: Feb 2, Feb 9, Feb 16, Feb 23 and March 2. Quiz 2 due on: Feb 9 Quiz 3 due on March 2. Case study # 2 due on March 16.
Module 3 Context and challenges of leadership (you have 4 weeks to complete this module)			
Mar 16- April 12	Leadership during change and crisis. Conflict resolution. Creating effective messages.	Chapters 11-17	DQs due on: Mar 22, and April 5 Quiz 4 due on April 12

			Case study #3 due on April 12
Module 4 Your leadership Practice (you have 3 weeks to complete this module)			
Apr 13-29	Developing your own leadership framework	Chapters 18-22	Leadership Framework due April 29

Course Faculty: Dr. Theresa Byrd

Course Evaluations: Please take the time to fill out a course evaluation as your feedback will help me to improve the class for future generations. You will receive the evaluation in an email at the end of the semester. The evaluation is online and your responses will be anonymous. I value your input so please take a few minutes to complete the course evaluation.

Late Work Policy: Generally, late work will not be accepted except in the case of emergencies/circumstances outside of student's control. In those instances, students must contact the instructor as soon as possible. Alternate assignments or exams may be assigned in these instances.

Syllabus Revision: The course faculty reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

AI Use Policy

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

Assessment of selected competencies

Foundational Competency	Assignment	Assessment
16. Apply leadership and/or management principles to address a relevant issue	Case studies	Case studies will be assessed using a rubric
17. Apply negotiation and mediation skills to address organizational or community challenges	Case studies	Case studies will be assessed using a rubric