



Syllabus

MCFH 890: Leadership in Maternal and Child Health
Spring 2020
2 Credits | Residential

Course Description

This course is designed to integrate the theory, research literature, and evidence-supported practices related to leadership in maternal and child health. Students will consider each of the twelve core competencies within the spheres of influence that leaders experience as they develop. Students will hear from public health professionals in the field, consider perspectives of various stakeholders and examine/apply new skills.

Prerequisites: None.

Instructors

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Office Hours: Available by appointment.

Course Website: <https://sakai.unc.edu/welcome/>. Use your ONYEN and password.

Class Days, Times, Location: Tuesdays, 11:00am – 12:15pm, Rosenau Hall, Room 417

Course Overview

The health of the nation's women, children, youth, and families is influenced by a wide array of factors, including the health practices of individuals and groups, the availability of public health and health care resources, and the social determinants of health. At the foundation of a healthy community is a highly qualified, diverse workforce that can positively affect these factors at the individual, community, and policy levels. Together, this collective is known as the maternal and child health (MCH) workforce. To be an MCH leader requires specific knowledge, skills, personal characteristics, and values.

In 2007, the Health Resources and Services Administration's Maternal and Child Health Bureau (MCHB) first released the MCH Leadership Competencies in order to support current and future MCH leaders by defining the knowledge and skills necessary to lead in this field. The Competencies, updated in 2018

and shared across the multiple MCH disciplines, unifies the workforce on a common path to equip the MCH workforce with the knowledge, skills, personal characteristics and values to improve the health of MCH populations.

This course is designed to integrate the theory, research literature, and evidence-supported practices related to leadership for maternal and child health professionals. Students in MCFH 890 will consider each of the twelve core competencies within the widening spheres of influence that leaders experience as they develop—from self to others to the wider community. Participants will hear from public health professionals in the field, consider perspectives of various stakeholders, and examine and apply new skills as they learn. Public health best practice will be threaded throughout.

Course Format

The course format will include a weekly lecture in class. The lecture will be supplemented with online material, small group discussions, in-class exercises, case studies, and examples from the public health literature.

Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the Sakai course site.

Week		MCH Leadership Competency 4.0	In-Person Class
Week 1	Classes begin Wednesday, January 8 th	MCH Knowledge Base/Context	January 14 th
Week 2	January 20 - 26	Self-Reflection	January 21 st
Week 3	January 27 – February 2	Communication	January 28 th
Week 4	February 2 - 9	Critical Thinking	February 4 th
Week 5	February 10 – 16	Ethics	February 11 th
Week 6	February 17 - 23	Negotiation and Conflict Resolution	February 18 th
Week 7	February 24 – March 1	National MCH Workforce Development Center Learning Institute	February 24-27 th
Week 8	March 2 – 8	Inclusive Excellence (Cultural Competency and Family-Professional Partnerships)	March 3 rd
Spring Break	March 9 - 13	Spring Break	No in-person class this week.
Week 9	March 16 - 22	Developing Others through Teaching, Coaching, and Mentoring	March 17 th
Week 10	March 23 - 29	Interdisciplinary/Interprofessional Team Building	March 24 th

Week 11	March 30 – April 5	Working with Communities and Systems	March 31 st
Week 12	April 6 – 12	Policy	April 7 th
Week 13	April 13 – 19	Synthesis	April 14 th
Week 14	April 20 - Classes end Friday, April 24 th	MCH Leadership Panel (Mayes Center, 230 Rosenau)	April 21 st

Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see the Assignments Tab in Sakai.

Graded Assignments	Points/Percentages of Final Course Grade
1. Participation and Attendance	10
2. Student-Led Concept Discussions Each student will introduce a leadership model/theory/concept that resonates with their particular leadership style by creating a short lecture (10-15 minutes) and slide presentation (to include references) about the concept. As part of the lecture, the presenter will facilitate a group discussion. Possible focus areas include: <u>Personal Leadership:</u> Participative Leadership, Situational Leadership, Contingency Theories, Transactional Leadership, Transformational Leadership, Servant Leadership, Positive Leadership, Self-Determination Theory, Collaborative Leadership <u>Change Models of Leadership:</u> Kotter, Connor (more emotionally based), Lewin, Moss-Kanter, Gladwell's Tipping Point, Kegan and Lahey (Immunity to Change), Senge's Dance of Change (less a model than a compendium of resources), action learning cycle, boundary-spanning, and appreciative Inquiry <u>Conflict Resolution Models:</u> Fisher and Ury, Schoenfield and Schoenfield (procedural), Weeks, Conflict rationalization <u>Consensus building Models:</u> Firestien (Idea generation), Puccio's Foursight framework, Group process tools (brainstorming and priority setting tools).	20
3. Student Engagement with Coaches and State Teams from the MCH WDC 2020 Cohort Students will connect and learn from MCH leaders in the field working on a real-world health transformation challenge. Students will observe and support team coaches and state team members as they participate in the	30

<p>National MCH Workforce Development Center 2020 Cohort. This will include attending the MCH WDC Learning Institute in February 2020 to learn more about the state health transformation challenge, gain exposure to change management theories, and contribute to group learning and problem solving. Each student will be required to write a 3-4 page paper highlighting the MCH health transformation challenge, a systems-level assessment of the problem and the impact of leadership on various aspects of the problem. The paper should address what was learned, team challenges, issues related to health equity and family/consumer engagement, systems transformation, and evidence related to implementation. Recommendations for ongoing work to address this challenge should be included.</p>	
<p>4. Leader Interview Podcast Identify an MCH leader to interview. Before the interview, conduct research on the individual, their organization, and career. Use the interview as an opportunity to gather information about the MCH leader’s personal and organizational leadership philosophy. Inquire about their work with professionals from public health and other fields. Compare and contrast this person’s leadership style as compared to others discussed in class. What effect has this leadership style had on them as an individual, those around them, and the organizations in which they have worked? Prepare a podcast summarizing the interview (20 minutes max.).</p>	<p>10</p>
<p>5. Personal Leadership Development Plan* (adapted from the MCH Leadership Consortium) Use the template provided. Complete the Personal Life Vision Exercise and develop an Individual Development Plan for both a strength you can leverage and a weakness you can improve. This plan should include both personal and professional next steps through graduation. The focus may include elements that address your need for additional training, your professional work, work-life</p>	<p>10</p>

balance, well-being, leadership edges and/or challenges, etc.	
<p>6. Emerging Leadership Challenges Paper</p> <p>Leadership has been an ongoing topic of concern for public health since the 1988 Institute of Medicine report on The Future of Public Health. Subsequent reports and policy statements continue to call for improved leadership to address ongoing public health concerns, especially in an era of health transformation. What are the leadership challenges that are emerging or have the potential to emerge in public health over the next 5-10 years? How can MCH leaders be more effective in addressing challenges? How can leaders engage stakeholders to make a big change on a public health issue of their choice? What will it take to lead change in the future? Write a 5-page paper summarizing your response.</p>	20
TOTAL	100

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the public health competency you will develop in this course, the learning objectives that address the competency, and the assignment in which you will practice demonstrating this competency.

MPH Foundational Competency	Specific Assessment Opportunities in this Course
<p>Public Health and Health Care Systems</p> <ul style="list-style-type: none"> • Compare the organization, structure, and function of health care, public health and regulatory systems across national and international settings. • Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels. 	<p>Student Engagement with State Teams from the MCH WDC 2020 Cohort</p>
<p>Policy in Public Health</p>	<p>Emerging Leadership Challenges Paper</p>

<p>Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.</p> <ul style="list-style-type: none"> Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes. Advocate for political, social, or economic policies and programs that will improve health in diverse populations 	
<p>Leadership</p> <ul style="list-style-type: none"> Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making Apply negotiation and mediation skills to address organizational or community challenges. 	<p>Personal Leadership Development Plan* (adapted from the MCH Leadership Consortium)</p>
<p>Communication</p> <ul style="list-style-type: none"> Select communication strategies for different audiences and sectors Communicate audience-appropriate public health content, both in writing and through oral presentation. Describe the importance of cultural competence in communicating public health content. 	<p>Student-Led Concept Discussions</p>
<p>Interprofessional Practice</p> <ul style="list-style-type: none"> Perform effectively on interprofessional teams. 	<p>MCH Leader Interview Podcast</p>

Syllabus Appendix

Course Grading Scale(s)

Each assignment will be graded on a scale of 100 points. Students can expect to receive timely feedback from the instructors. There will be no formal final exam.

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the Graded Assignments table.

	Description	Numeric Value
H	High Pass: Clear excellence	93-100
P	Pass: Entirely satisfactory graduate work	80-92
L	Low Pass: Inadequate graduate work	70-79
F	Fail	0-69

Final course grades will be determined using the following [UNC Undergraduate School grading system](#).

	Description	Numeric Value
A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.	90-100
B	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.	80-89
C	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.	70-79
D	A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.	60-69
F	For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content.	0-59

A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.	
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Instructor Expectations:

Discussion Forum

The instructors will be active readers and will post at least once to each prompt throughout the semester.

Email

The instructors will typically respond to email within 48 hours or less if sent Monday through Friday. The instructors may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply.

Feedback

All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

Grading

Assignments will be graded as soon as possible after the due date. Early submissions will not be graded before the final due date.

Honor Code

Instructors may report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions vary but may include receiving a zero for the assignment, failing the course and/or suspension from the university. See Additional Resources and Policies for additional information.

Inclusive Excellence

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the Sakai course site.

Telephone Messages

Email communication is preferred. Voice mail messages will be returned as soon as possible.

Student Expectations:

Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Assignments

Submit all assignments through Sakai via the Assignments tab. Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.

Attendance/ Participation

Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructors.

Communication

You are expected to follow common courtesy in all communication to include email, discussion forums, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions

You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

Discussion Forum

You are expected to participate in the Sakai course Discussion Forum. As appropriate, peer replies are encouraged. Replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic. Go to <https://sph.unc.edu/iis/discussion-forum-participation-guidelines/> for additional information.

Email

All email correspondence between student/instructors and peer/peer will be conducted in a professional manner.

Honor Code

To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- Students may use materials they wrote for other courses, but only if the student themselves produced the work.

See Additional Resources and Policies for additional information.

Inclusive Excellence

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives Encourage and solicit feedback from students to continually improve inclusive practices.

Late Work

Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a .5-point reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. You must inform the instructor on the first week of class if you cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities.

Readings

Readings for a particular class should be completed before the class session and before completing associated activities

Technical support

The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If

you have problems submitting an assignment or taking a quiz in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by online help request at <http://help.unc.edu/help/olhr>, or by UNC Live Chat at <http://help.unc.edu/chat>.

Additional Resources and Policies

Accessibility at UNC Chapel Hill

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Counseling and Psychological Services at UNC Chapel Hill

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu>, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Gillings School Diversity Statement

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School's environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our [*Diversity and Inclusion*](#) webpages:

- Diversity and Inclusion:
<https://sph.unc.edu/resource-pages/diversity/>
- Minority Health Conference:
<http://minorityhealth.web.unc.edu/>
- National Health Equity Research Webcast:
<https://sph.unc.edu/mhp/nat-health-equity-research-webcast/>

Gillings School Office of Student Affairs

<https://sph.unc.edu/students/osa/>

Honor Code

As a student at UNC Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about [your rights and](#)

[responsibilities](https://studentconduct.unc.edu/), please consult the Office of Student Conduct (<https://studentconduct.unc.edu/>) or review the following resources:

- Honor System
<https://studentconduct.unc.edu/honor-system>
- Honor system module
<https://studentconduct.unc.edu/students/honor-system-module>
- UNC Library's plagiarism tutorial
<https://guides.lib.unc.edu/plagiarism>
- UNC Writing Center's handout on plagiarism
<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>

LGBTQ Center

<https://lgbtq.unc.edu/>

Non-Discrimination Policies at UNC Chapel Hill

<https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

Ombuds

<https://ombuds.unc.edu/>

Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill

<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Title IX at UNC Chapel Hill

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at 919-966-3658, or the Gender Violence Services Coordinators (confidential) Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Center

<https://writingcenter.unc.edu/>