



ROLLINS
SCHOOL OF
PUBLIC
HEALTH

EMORY

DEPARTMENT: Epidemiology

COURSE NUMBER: EPI 508 SECTION NUMBER: 000 SEMESTER & YEAR: Fall 2017

CREDIT HOURS: 1

Classroom: One-half the classes to be held at GSU School of Public Health (Urban Life Center, Room 230) and one-half at RSPH (CNR 1000)

Class time: Alternate Wednesday Evenings, 5:30-7:30pm, beginning September 6

COURSE TITLE: Maternal Child Health Leadership Collaborative Seminar

INSTRUCTORS: Daniel Crimmins, PhD (Georgia State University), Carol Hogue, PhD, MPH (RSPH), and Megan Douglas, JD (Morehouse School of Medicine)

INSTRUCTORS' CONTACT INFORMATION

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SCHOOL ADDRESS OR MAILBOX LOCATION: CNR 3005

OFFICE HOURS: By appointment

BRIEF COURSE DESCRIPTION

The Leadership Collaborative Seminar will provide a bi-weekly interdisciplinary forum focused on building the knowledge, attitudes, skills, and relationships needed by the next generation of health leaders to provide and promote more coordinated, comprehensive, culturally competent care, programs, and policies for diverse MCH populations. A unique feature of this course is that it combines approximately 15 GA LEND Scholars from GSU, 5 Satcher Health Leadership Institute post-doctoral fellows from Morehouse School of Medicine, and the approximately 20 second-year MCH Certificate MPH students in an interdisciplinary course aimed at gaining competencies through a combination of didactic and experiential joint learning. The course will include: 1) Eight two-hour sessions during the Fall semester featuring structured interviews with existing and emerging MCH leaders, didactic content, problem-based learning on advancing health equity, opportunities for self-reflection, and group discussion – all with the goal of integrating learning across program curricula; 2) Presentations and interactions with prominent leaders in public health, health care, and human services; and 3) Background readings and independent/directed learning activities and self-reflection in preparation for each session.

The course is designed as a required course in the Maternal Child Health Certificate program, part of the Maternal Child Health Bureau (MCHB)-funded Center of Excellence in Maternal and Child Health Education, Science, and Practice. The course schedule outlines the ways that MCH Leadership Competencies are covered across sessions and activities. The competencies can be found here:

<http://leadership.mchtraining.net/>

LIST SCHOOL LEVEL, DEPARTMENT, AND/ OR PROGRAM COMPETENCIES

- Describe public health problems in terms of magnitude, time, place, person and their associated risk factors
- Identify major epidemiologic problems of importance

MCH Leadership Competency 1: MCH Knowledge Base

- Demonstrate the use of a systems approach to explain the interactions among individuals, groups, organizations and communities.

MCH Leadership Competency 2: Self-reflection

- Recognize that personal attitudes, beliefs, and experiences (successes and failures) influence one's leadership style.
- Use self-reflection techniques effectively to enhance program development, scholarship and interpersonal relationships.
- Identify a framework for productive feedback from peers and mentors.

MCH Leadership Competency 3: Ethics and Professionalism

- Identify and address ethical issues in patient care, human subjects research, and public health theory and practice.
- Describe the ethical implications of health disparities within MCH populations.
- Interact with others and solve problems in an ethical manner.
- Identify ethical dilemmas and issues that affect MCH population groups and initiate and act as catalyst for the discussion of these dilemmas and issues.
- Consider the culture and values of communities in the development of policies, programs, and practices that may affect them.
- Describe the ethical implications of health disparities within MCH populations and propose strategies to address them.

MCH Leadership Competency 4: Critical Thinking

- Discuss various strategies, including supportive evidence, for the implementation of a policy.

MCH Leadership Competency 5: Communication

- Share thoughts, ideas, and feelings effectively in discussions, meetings, and presentations with diverse individuals and groups.
- Understand nonverbal communication cues in self and others.
- Listen attentively and actively.
- Tailor information for the intended audience(s) (consumers, policymakers, clinical, public, etc.) by using appropriate communication modalities (verbal, written, nonverbal).

MCH Leadership Competency 7: Cultural Competency

- Conduct personal and organizational self-assessments regarding cultural competence.

MCH Leadership Competency 8: Family-centered Care

- Solicit and use family input in a meaningful way in the design or delivery of clinical services, program planning and evaluation.

MCH Leadership Competency 10: Interdisciplinary Team Building

- Develop and articulate shared vision, roles and responsibilities.
- Facilitate group processes for team-based decisions (e.g., foster collaboration and cooperation).
- Value and honor diverse perspectives (e.g., discipline, ethnic, cultural, economic) of team members.

MCH Leadership Competency 12: Policy and Advocacy

- Frame problems based on key data, including economic, political, and social trends that affect the MCH population.
- Use data, levels of evidence, and evaluative criteria in proposing policy change.

- Identify a wide range of stakeholders who influence changes in MCH policy.

LIST LEARNING OBJECTIVES ASSOCIATED WITH THE COMPETENCIES

Through the learning modes described below, students will gain the above School and MCH Leadership Competencies:

Students will examine the advantages and limitations of the disciplinary lenses through which they view special health care needs, disability, and inequities across MCH population domains. Students will also have opportunities to learn from and with self-advocates and family leaders in neurodevelopmental disabilities and health policy leadership post-doctoral fellows.

Students will understand the importance of addressing public health challenges using an interdisciplinary/ cross-sector problem-solving framework. Students will be exposed to the use of the Collective Impact framework through readings, discussions and case studies.

Students will evaluate health and healthcare systems through a health equity lens. They will acquire tools to examine system level structures and policies to determine the impacts on access, quality and outcomes for populations experiencing barriers to health opportunities and health disparities, including people who are low income, racial/ethnic/sexual minority, women, and/or living with disabilities.

Students will strengthen and expand their knowledge and skills related to leadership. They will do this through interactions with a diverse group of formal and informal leaders at the local, state and national levels, including people with and without disabilities.

EVALUATION FOR GRADES

This course is graded “pass/fail.” An enrolled student will earn a “pass” through certifying that all out-of-class assignments have been completed by the due date and fully participating the in-class work, as peer- and professor-evaluated.

COURSE SCHEDULE

MCH Leadership Collaborative – 2017 Leadership Seminar

Note: Approximately 1.0 hour of each session will be devoted to didactic content and 1.0 hour will be devoted to applying the didactic content in interdisciplinary, cross-collaborative activities. *Prework designed for graduate level preparation of approximately 4 hours per session. Special attention will be paid to adhering to a universal design for learning framework; consequently the pre-work will be relevant journal articles, popular articles, videos, podcasts and activities. The pre-work will be designed to support student engagement in the course.

Date	Session Title	Guest Faculty	Facilitator	MCH Leadership Competencies	Pre-work*
9/6 @ GSU Urban Life Center room 230	Telling our stories- Our Paths to MCH Leadership	Panel of Community and Public Health Leaders: Donna Johnson, Director for Childcare and Parent Services, Georgia Department of Early Care and Learning; Johanna Pringle, Title V Director, GA DPH; Veda Johnson, MD, Professor and Director of PARTNERS for Equity in Child and Adolescent Health	Crimmins & Hogue	1,2,4,8	In advance of this class, READ: https://flipboard.com/@flipboard/flip.it%2FqExiJQ-why-you-should-make-time-for-self-refle/f-80bfba79cf%2Fhbr.org (You may need to use a Safari Browser) AND “Better Conversations” at https://static1.squarespace.com/static/52e04689e4b06ba19ad5a957/t/58dc17b06b8f5bc401f98a61/1490818992256/onbeing_ccp_guide_20mar2017.pdf CHOOSE a contentious topic for which you would like to develop a civil conversation. At the beginning of this class, HAND IN: 1) three questions that will shape your interaction with leaders this semester. Your questions will be utilized to develop a common set of questions that will be used during the semester. 2) the contentious topic for which you would like to develop a civil conversation. From all submissions, the instructors will pick 5-8 topics for you to discuss on November 15. In advance of the next class, READ: Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. <i>American Psychologist</i> , 65(3), pp. 157-170. Chin, J. (2010). Introduction to the special issue on diversity and leadership. <i>American Psychologist</i> , 65(3), pp. 150-156. Heifetz, R. & Linsky, M. (2002). Excerpt from Leadership on the line: Staying alive through the dangers of leading. Boston: Harvard Business Review Press. http://hbswk.hbs.edu/archive/2952.html
9/20 @ GSU	Exploring Your Leadership Style	Carey Roth Bayer, EdD, MEd, BSN, RN, CSE	Douglas	1,2,3,4,10	In advance of the next class, READ: Baum, et al. (2009). Changes Not for the Fainthearted: Reorienting Health Care Systems Toward Health Equity Through Action on the Social Determinants of Health. <i>AJPH</i> . 99(11):1967-1974. Wolff, SH & Braveman, P. (2011). Where Health Disparities Begin: The Role Of Social And Economic Determinants-- And Why Current Policies May Make Matters Worse. <i>Health Affairs</i> . 30 (10): 1852-59. WATCH: Jonathan Haidt “The moral roots of liberals and conservatives” https://www.ted.com/talks/jonathan_haidt_on_the_moral_mind
10/4	Emerging	Program	Douglas	1,4,5,6,7,8,11,	In advance of the next class, Read:

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@ GSU	Public Health Leaders	Graduates		12	https://collectiveimpactforum.org/sites/default/files/Defining_Quality_Collective_Impact.pdf https://ssir.org/articles/entry/collective_impact
10/18 @ GSU	Collective Impact/ Theory and Practice	Akilah Heggs, MA/CCC/A; Shelley Francis Travis, DrPH, MPH, CHES, Vice Pres. Of Training and Programs, GCAPP (invited)	Bayer	1,2,5,6,9,10,11	In advance of the next class, Read: <u>Humble Inquiry: the gentle art of asking instead of telling</u> . BK Publishers, 2013 (paperback, 139 pages) – you will receive a copy
11/1 @ RSPH	Humble Inquiry/ Humble Leadership	Andrew Roach, PhD, GSU Dept. of Psychology	Crimmins	1,2,3,5,6,7	In advance of the next class, LISTEN to: http://www.onbeing.org/programs/david-gushee-and-frances-kissling-pro-life-pro-choice-pro-dialogue/ READ: about the issue you will be working on in class exercise (to be assigned from the topics submitted for the first class)
11/15 @ RSPH	Learning from the Past/ Shaping the Future	Course Instructors	Hogue	1,4,5,6,7,8,9,11,12	Use the entire class period to work through the group's topic with the Civil Conversations Project guide and reporting back to the class what you discovered and what next steps might be taken. In advance of the next class, READ: http://www.mediate.com/articles/YarnFuture.cfm COMPLETE the following parts of MCH Navigator Module 6, Negotiation and Conflict: Self-assessment and Modules 6.1 through 6.4 (available at https://www.mchnavigator.org/5min/competency-6-2.php)
11/29	Communi- cation and Conflict Transforma- AND Orientation to family experiences	Douglas Yarn, Professor, GSU College of Law (invited) Stacey Ramirez, State Director, The Arc Georgia	Crimmins	1,3,4,5,6,11,12	In advance of the last class: Devote about 4 hours to read from the SG's reports published during Dr. Satcher's tenure as Surgeon General and be prepared to ask Dr. Satcher 1-2 questions about the impact of those SG's reports. 2001 Mental Health: Culture, Race, and Ethnicity, A Supplement to Mental Health: A Report of the Surgeon General Women and Smoking: A Report of the Surgeon General Youth Violence: A Report of the Surgeon General 2000 Reducing Tobacco Use: A Report of the Surgeon General Oral Health in America: A Report of the Surgeon General 1999 Mental Health: A Report of the Surgeon General 1998 Tobacco Use Among U.S. Racial/Ethnic Minority Groups: A Report of the Surgeon General
12/6	Leadership in the Elimination of Health Disparities	David Satcher, MD, PhD	Douglas	1,2,3,4,5,6,7,11,12	