

UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET

Proposal Title: Graduate Certificate Proposal – Management in Public Health

Proposal Contact: Dr. James Holsinger
121 Washington Avenue, Room 107
218-2058 or via email at jwh@email.uky.edu

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed By	Contact person	Consequences of Review	Date of Proposal Review	Review Summary Attached?
Academic Affairs Committee	Rodney Guttmann, Chair	Approved	11-6-09	Yes
Faculty Council	Graham Rowles, Chair	Approved	9-8-09	Yes
Office of Academic Affairs	Linda Alexander, Associate Dean	Approved	9-21-09	Yes



UNIVERSITY OF KENTUCKY

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COLLEGE OF PUBLIC HEALTH

MEMORANDUM

TO: Health Care Colleges Council

**FROM: Linda A. Alexander, EdD
Associate Dean for Academic Affairs**

SUBJECT: Graduate Certificate Proposal – Public Health Management

DATE: September 21, 2009

It is the intention of the College of Public Health to offer a Certificate in Public Health Management. The proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the proposed DGS, Dr. James Holsinger, at 218-2058 or via email at jwh@email.uky.edu.



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M E M O R A N D U M

TO: Linda Alexander, EdD
Associate Dean for Academic Affairs

FROM: Graham D. Rowles, PhD
Chair, Faculty Council

SUBJECT: Approval – Certificate in Public Health Management

DATE: September 8, 2009

At its meeting today, the Faculty Council approved the following proposal:

Certificate in Public Health Management

This is now ready to proceed to the next stage of the approval process. Please do not hesitate to contact me if you need additional information or clarification.



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GRADUATE CENTER FOR GERONTOLOGY

To: Chair of Faculty Council, College of Public Health

From: Chair of Academic Affairs, College of Public Health

Date: November 6, 2008

Subject: Approval of Certificate in Public Health Management by Academic Affairs

Dear Chairman,

This is to inform you that the attached proposal for the development of a certificate in Public Health Management was approved by unanimous vote at the November 5th, 2008 meeting of the Academic Affairs Committee. I am now forwarding this to your committee for review.

Best regards,

Rodney Guttman, Ph.D.

Associate Professor of Gerontology and Physiology

Sanders-Brown Center on Aging

Chair, Academic Affairs

306 Wethington Health Sciences Building • 900 South Limestone • Lexington, Kentucky 40536-0200

(859) 257-1450 • fax (859) 323-5747

www.mc.uky.edu/gerontology

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**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Proposal for a Graduate Certificate
In Public Health Management**

Purpose and Background

Healthcare has been experiencing a tremendous evolution in recent years, particularly as public health has developed a close relationship with clinical care of individuals. The concepts surrounding population and community health have become an integral part of health care in the United States during the past decade as once again a greater understanding of public health has become a requisite part of caring for the US population. Understanding how to manage the health of populations and communities has not traditionally been a part of the training of clinicians including physicians, dentists, nurses, pharmacists, and other clinical practitioners. In order to develop the role of clinician managers of the public's and community's health, additional education is required. The University of Kentucky College of Public Health is uniquely prepared to provide this form of public health managerial education to public health professionals and practicing clinicians.

The Graduate Certificate in Public Health Management provides a mechanism for public health workers and students admitted to the Graduate School to enhance their competencies and skills in management without undertaking a graduate degree in management or public health. The certificate will be accessible to students enrolled in the Graduate School and the College of Public Health and will be valuable to the public health workforce throughout the Commonwealth of Kentucky and beyond including locations around the globe.

This proposal for a 15-credit hour graduate certificate is intended to enhance training opportunities for students and public health workers with an interest in management in public health. The need for this certificate is demonstrated by inquiries from individuals with terminal degrees in a variety of fields and inquiries concerning education in public health management from around the world.

Director of Graduate Studies

James W. Holsinger Jr., MD, PhD is a full-time faculty member of the College of Public Health. He is a full member of the graduate faculty and has extensive management experience at the local healthcare facility level, as well as state and federal experience leading large healthcare organizations. Dr. Holsinger currently teaches several courses which may be used by students for either requirements or selectives.

Certificate Objectives

- Prepare individuals interested in public health management as well as public health workers to address the multi-factorial management issues in Kentucky in their workplaces by enhancing public health management skills. The Graduate Certificate in Public Health Management does not take the place of the Masters in Public Health with a concentration in Health Services Management, but instead provides individuals who have completed related professional programs with expanded management capabilities.
- Provide students with theoretical, practical, and relevant educational experiences in management to enhance the health and welfare of populations in Kentucky, the nation, and around the globe.
- Provide students with the knowledge and skills to develop, implement, and manage public health programs, prepare budgets, and evaluate their effectiveness.

Curriculum

The Graduate Certificate in Public Health Management consists of 15 credit hours. Three credit hours are required and students may select from a variety of electives totaling 12 credit hours. One course is being submitted as a new course as part of this proposal. Other courses may be added as the need and interest arises as special topics courses (CPH 758).

Required Courses

CPH 650 Management of Public Health Organizations (3)

This course teaches the theories and practice of administration as they are applied in public health settings. It addresses knowledge and applications of the functions of public health management and their relationship to organizational effectiveness.

CPH 655 Public Health Accounting & Finance (3)

This course is designed to introduce the use of management accounting techniques in the management of public health organizations. Emphasis will be on the use of accounting information to achieve management functions such as planning, staffing, organizing, controlling and directing.

Selective Courses

CPH 605 Introduction to Epidemiology (3)

In this course students are taught the principles and methods of epidemiologic investigations, research methodology, and statistical integration. Major topics include etiologic factors of disease and injury, the distribution of health problems within populations, levels of prevention, and the concept of risk. The design of retrospective, cross-sectional and prospective studies are examined to illustrate odds ratio, relative risk, life tables, and person-years. Students are required to complete and submit a research proposal, present a topic paper, and serve as a co-facilitator for an article discussion.

CPH 653 Public Health Law & Policy (3)

This is an introductory course for non-lawyers in selected aspects of the law related to public health. Major attention is paid to fundamental legal principles and legal reasoning, recurring legal issues confronted by public health agencies, and the use of law to advance a public health agenda. Emphasis is placed on giving students tools to use when they encounter law related problems in their professional careers. The course is intended for students in all divisions of the College of Public Health. The course has a module on public health law ethics and practice as well as a module on statutory rights of vulnerable populations and reproductive health issues.

CPH 660 Geographic Information Systems in Public Health (3)

This course will introduce students to the ArcView Geographic Information System (GIS) to map and spatially analyze public health data. While GIS has numerous applications for many disciplines, this course will specifically focus on its uses in public health. Beyond use of GIS for cartography, this course will also examine issues and methods of analyzing the processes creating health patterns. The versatility of GIS in a public health setting will be examined and will include exercises looking at GIS applications involving health marketing, demography, epidemiology, and health care systems.

CPH 663 Public Health Practice and Administration (3)

This course emphasizes the practical application of the principles of health care organization to public health at the national, state, and local levels. Course objectives reflect an overview of the principles of managing a public health organization: legal basis of public health, organization and delivery of public health services, health planning and community needs assessment, epidemiological approach to diseases, methods for chronic and infectious disease control, future changes that can impact the provision of public health services, etc.

CPH 751 Introduction to Global Public Health (3)

This course will acquaint students with the major issues and challenges for public health in a variety of wealthy, emerging and impoverished nations. Course materials and visiting speakers present and analyze major issues in international health, identify and compare health systems in developed and developing countries, and explore emerging global health issues.

CPH 752 Leadership In Public Health (3) *NEW COURSE PROPOSAL ATTACHED*

This course emphasizes the practical application of the theories and principles of leadership. In addition to focusing on one's personal leadership development, it also includes the integration of the concepts of servant and shared leadership for promoting change in public forums and decision-making arenas. Case studies and interviews of public officials serve as a basis for working with today's organizations and communities for the good of the public's health.

CPH 758 Special Topics in Health Services Management: Strategic Planning and Evidence-Based Decision Making (3)

Topics include basic strategic planning theory, the process of strategic plan development, specific methods of analysis including environmental and organizational analysis and appropriate analytical techniques, decision theory and analysis. Several health care trends such as restructuring, innovation in health care delivery and financing and performance measurements will be illustrated through case analysis in public health settings.

CPH 758 Special Topics in Health Services Management: Public Health Informatics (3)

Public health information systems are essential to the evidence base for public health action and the ongoing need for early warning of emerging health challenges. This course provides

non-specialist practitioners with the analytical strategies to transform public health data into useful information for public health improvement.

CPH 758 Special Topics in Health Services Management: Health Economics (3)

This course applies general theoretical principles of economics to the health care sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences peculiar to health. The demand and supply of health and medical care are examined as they involve physicians, nurses, and hospitals. The competitiveness of their markets, health insurance, and the role of government are explored.

Resources Available

Funding to initiate this certificate program is available through a gift account from Pfizer, Inc. (\$40,000).

Admission Requirements and Application Procedures

- Applicants must satisfy the minimum Graduate School Requirements for admission to a Certificate (which are identical to those for enrollment as post-baccalaureate graduate student) and apply separately for the Graduate Certificate. Post-baccalaureate status is not available to non-Kentucky residents or international applicants.
- Applicants must submit the appropriate application fee to the Graduate School.
- Students enrolled in (or applying to) a graduate degree program or post-baccalaureate graduate students may apply for the Graduate Certificate.
- Applicants for admission to the Graduate Certificate in Public Health Management must be approved by the Certificate Director, who shall notify the Graduate School in writing of the student's admission.
- Students enrolled in the Health Services Management concentration in the MPH or DrPH program are not eligible for admission to the Graduate Certificate in Public Health Management.
- Admission to the Graduate Certificate or award of the graduate certificate does not guarantee admission to any degree program at the University of Kentucky.
- Admission to the Graduate Certificate may be limited so that the faculty and resources are not overwhelmed.
- As an aid to the admission decision, applicants must provide a two-page personal statement on why the individual desires a Graduate Certificate in Public Health Management and a one-page biography which includes the student's educational and work experience. (These items are to be submitted to the DGS.)

Graduate Certificate Completion Requirements

The Graduate Certificate curriculum involves a total of 15 graduate credit hours including 3 credit hours of required courses. All course work for the Graduate Certificate must be completed within five years of admission. Graduate Certificate students must maintain a GPA of 3.0 or better to progress in the curriculum.

Award of the Graduate Certificate

When a student enrolled in the UK Graduate School has successfully completed the last required course and has satisfied the GPA and grade requirements, the Director shall send a completed, signed Graduate Certificate Completion Form to the Dean of the Graduate School verifying that the student has fulfilled all requirements for the Certificate and requesting award thereof. The Graduate School shall then issue the student's certificate and officially notify the University Registrar of the awarding of the Certificate for posting to the student's permanent transcript.

Benefits of the Graduate Certificate in Public Health Management

For Students

- Enhancement of job opportunities in management in public health.
- Provide the opportunity for public health workers to obtain formal training in management without pursuing a terminal degree and therefore provide a more competent public health workforce.

For The College

- Provide recognition for ongoing efforts of both faculty and students in the area of Public Health Management.
- Create a cadre of US and international certificate graduates who provide a continuing pool of individuals recruiting students for the College of Public Health.

For the University of Kentucky and the Commonwealth of Kentucky

- Provide appropriate relevant educational experiences in Public Health Management to enhance the health and welfare of Kentuckians.
- Provide career opportunities for public health workers as competent colleagues in the management of the public health system in Kentucky.
- Strengthen UK's reputation as an institution that values and actively fosters high quality, relevant education and training that serves the multi-factorial needs of the Commonwealth, the nation, and the world.
- Provide a pool of appropriately trained public health practitioners some of whom may pursue terminal degrees in public health.
- Enhance the reputation of UK throughout the state, nation, and world as graduates improve their management in public health practice.

APPLICATION FOR NEW COURSE

1. Submitted by the College of Public Health Date: 9-1-09

Department/Division proposing course: Health Services Management

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number CPH 752

b. Title* Leadership in Public Health

*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
(3) SEMINAR () STUDIO () OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

This course is designed to explore the dimensions of leadership as presented in both the traditional and contemporary literature. It focuses student understanding on their leadership qualities and the ways to apply them in the current public health environment.

h. Prerequisite(s), if any:

CPH 650 or consent of the instructor

i. Will this course be offered through Distance Learning? YES NO

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based Interactive video Extended campus Kentucky Educational Television (KET/teleweb) Other

Please describe "Other": _____

3. Teaching method: N/A or Community-Based Experience Service Learning Component Both

4. To be cross-listed as: _____ _____
Prefix and Number Signature of chair of cross-listing department

APPLICATION FOR NEW COURSE

5. Requested effective date (term/year): Fall Semester / 2009
6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
Leadership in public health is one of the cross-cutting competencies identified by the College's accrediting agency. To become effective practitioners, students will benefit from the theory, practical application, and discriminating observation of effective role models in order to meet this competency expectation.

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9. a. By whom will the course be taught? William G. Pfeifle
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
12-15
-
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
The course is designed to develop leadership in the health professions and will be applicable to students in the other health care colleges.

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12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
- [†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
 - relatively new – now being widely established
 - not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that will require this course:

APPLICATION FOR NEW COURSE

‡In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: William G. Pfeifle Phone: 218-2054 Email: pfeifle@email.uky.edu

20. Signatures to report approvals:

DATE of Approval by Department Faculty	/	Reported by Department Chair	signature
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DATE of Approval by College Faculty	/	Reported by College Dean	signature
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* DATE of Approval by Undergraduate Council	/	Reported by Undergraduate Council Chair	signature
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* DATE of Approval by Graduate Council	/	Reported by Graduate Council Chair	signature
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* DATE of Approval by Health Care Colleges Council (HCCC)	/	Reported by Health Care Colleges Council Chair	signature
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* DATE of Approval by Senate Council	Reported by Office of the Senate Council		
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* DATE of Approval by University Senate	Reported by Office of the Senate Council		
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*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

CPH 752: Leadership in Public Health

Day and Time:	Mondays, 3:00 P.M. to 5:30 P.M.
Meeting Room:	CPH Building, Room 115
Primary Instructor:	William G. Pfeifle, M.S., M.A., MBA, Ed.D.
Contact Information:	859-257-5678 ext 82054 (Office Phone) 859-333-0543 (Cell Phone) Email: pfeifle@email.uky.edu
Office Address:	UK CPH Building, Suite 101B 121 Washington Avenue Lexington, KY 40536-0003
Alternate Contact:	Melody Hall, Administrative Assistant Department of Health Services Management, Room 105 Phone: 859-257-5678 X 82094; Email: mhall@uky.edu
Office Hours:	Appointments preferred, but drop-in visitors welcomed

A. Rationale for the Course

The focus of study in this course is on the elusive concept of leadership – what it is, how it seems to work, and how you should try to develop it. The course builds upon some of the basic management concepts provided in CPH 650 Management of Public Health Organizations. Leadership in public health becomes evident in at least two distinct arenas: first, in the organizations in which you have a formal position of authority or serve as the boss, coordinator or team leader; and second, in the community you serve where you provide leadership without official authority. This course will enable you to increase your awareness of your own leadership capacity and potential through readings and discussion with the theme of leadership development occurring from the inside out - no one can do it for you or to you.

In this course, you will enhance the scope and depth of your understanding of formal theories of leadership where there exists an abundant literature. In addition, you will examine a variety of behaviors, skills, and competencies needed by effective leaders as suggested by the formal theories and contemporary writings on the topic. Further, the course introduces a variety of behaviors and practices demonstrated by effective leaders that do not have strong theoretical underpinnings but are worthy of examination. Since effective leadership development is tied to effective personal development, this course should help you become aware of your preferred behaviors, attitudes, and styles. Finally, in order to provide a context for the theoretical and practical knowledge, the course will lead you to interact with selected leaders and require you to analyze different situations to determine the appropriate leadership decisions and actions.

B. Course Goals

Through participation in this course, you will be able to:

1. Practice increased self-awareness through self-assessments designed to identify your leadership-related behaviors, attitudes, and styles.
2. Identify the traits and behaviors that make a difference in determining the effectiveness of leadership.
3. Discuss the historical development and evolution of theories and management practices in organizational leadership and motivation.
4. Analyze the concepts of leadership in various situations and identify qualities, skills, and practices necessary for effective leadership.
5. Analyze gender differences in the application of leadership and determine if there are advantages and disadvantages in these differences.
6. Compare and contrast servant leadership with more traditional leadership styles and power acquisition.
7. Evaluate the concept of team leadership and compare it to the concepts of leadership and followership for other work groups.
8. Evaluate effective and ineffective applications of leadership in your own campus and/or professional environments and provide a rationale for your judgment from the course content.
9. Analyze contemporary writings about leadership in terms of their theoretical bases and compatibility with currently accepted practices.
10. Examine your own philosophy of leadership in light of the course content and establish future goals and strategies to develop and sustain your leadership capacity.

C. Instructional Strategies

General Approach. This course is a graduate seminar. Class sessions are on Mondays from 3:00 to 5:30 P.M. in room 115 in the CPH Building (unless agreed to otherwise by the instructor and students). Assignments as listed in the tentative class schedule are for each week of the semester (Section E.). Class sessions may include one or more of the following: student presentations, discussion of the readings, presentations by guest speakers and/or the instructor, and experiential activities designed to facilitate the integration of the course content into your campus or work place activities and to encourage reflection on your own emerging leadership style. The guiding principles, which serve as a starting point for the course, are the “7 C’s” - Consciousness of self, Congruence, Commitment, Collaboration, Common purpose, Controversy with civility, and Citizenship – as discussed in *A Social Change Model of Leadership Development Guidebook* (1996).

Written Assignments. A key aspect of leadership communication is the ability to write clearly and persuasively. Daily and weekly writing activities are a major component of the course and the grading criteria. Written work should be word processed and submitted electronically to pfeifle@email.uky.edu in a font size neither larger than 12 point, nor smaller than 10 point, on 8.5” X 11” paper, single-spaced with a 1” margin at the top, bottom, sides of every page. Please include a cover sheet on all written work. The cover page should be centered and include your name, assignment title, and date. Please use Microsoft Word (.doc) or Rich text Format (.rtf). It is your responsibility to save a hard copy or backup file to protect against unforeseen technical difficulties.

Writing Tips:

- Number each page beginning with the first page of text (excluding the cover page).
- Single-space lines in each paragraph; double space between paragraphs.
- Work is to be completed independent of others, except where specified, e.g., summary of a group presentation or discussion.
- Submit only work created for this course.
- Written materials should meet the standards expected in a professional work environment. You are highly advised to check your work for grammar, spelling, and punctuation prior to submitting it. (see Appendix A for Grammar and Spell Check settings)
- The style manual of choice, consistent with CPH capstone writing, is the *Publication Manual of the American Psychological Association*, fifth edition, ISBN: 1-55798-791-2. Please consult this manual regarding verb-agreement and the use of active vs. passive voice.

Written Projects:

Personal Journal: Maintain a daily journal throughout the semester. This journal is to focus on your experiences with positive and negative leadership, both in providing leadership to and receiving leadership from others. As part of the closing personal leadership reflections and self-development planning activities in this course, you will be asked to incorporate your analysis of your entries in a closing paper. Journals will be submitted after the Thanksgiving Break. If you are uncomfortable having the instructor read and recognize persons in your journal, please use initials or create a pseudo-name so as not to disclose the identity of your subject. (See Attachment D for the journal format)

Book Reaction Papers: There are many books on leadership. Although each may emphasize a particular philosophical aspect or practical approach, collectively they have something to offer to our study. The assigned readings in this course sample several of the more popular and concise writings on selected aspects of leadership. Each written book review will emphasize selected aspects. Details for each review will be shared in class.

Presentations and Facilitations

Presentations and facilitation of group discussion are themselves leadership skills that are required in this course. In addition to the presentations associated with the written assignments, you will have the opportunity to facilitate class discussion on the assigned readings and other source materials that you are able to find related to the topic. Group leadership responsibilities will be assigned early in the semester.

D. Instructional Resources

The primary text for the course:

Leadership Theory and Practice by Peter G. Northouse. Third edition; Sage Publications, Inc. 2004. (ISBN: 0-7619-2566-X)

Additional readings include:

On Becoming a Leader by Warren Bennis. Basic Books: 2003. (ISBN 0-7382-0818-5)

Good to Great by Jim Collins. Harper-Collins Publisher; 2001. (ISBN: 0-06-662099-6)

The 7 Habits of Highly Effective People by Stephen R. Covey. Free Press (a Division of Simon & Schuster; first published in 1989 (ISBN 0-7432-6951-9)

Why Should Anyone Be Led by YOU? by Rob Goffee and Gareth Jones. Harvard Business School Press; 2006

Leading Change by John P. Kotter. Harvard Business School Press; 1996. (ISBN: 0875847471).

The Five Dysfunctions of a Team: A Leadership Fable by Patrick Lencioni. Jossey-Bass Publisher; 2002. (ISBN 0-7879-6075-6)

E. Tentative Class Schedule, Topics and Assignments

Session # & Date	Class Topic	Topic Summary & Study Prompts	Readings and Assignments
# 1 27 Aug.	Course Overview and Leadership Inventories	No assignment. This first session focuses on an introduction to the course and expectations: completing a series of leadership questionnaires and inventories; examining the course goals in relationship to the MPH or DrPH Goals and Competencies.	Review the MPH Competencies at http://www.asph.org/usefiles/Version2.3.pdf
# 2 3 Sep	Labor Day Holiday No Class Meeting	There is probably any number of places to start the study of leadership. A couple of general overviews may be helpful. These include http://www.mapnp.org/library/ldrship/ldrng_lit.htm Gloria Sorensen provides an historical overview http://www.academy.umd.edu/publications//presidential_leadership/sorenson_apsa.htm . This U. of Maryland web site has many articles and we will revisit it in future weeks. Browse at your convenience to find other articles at UMD's Kellogg Academy of Leadership at http://www.academy.umd.edu/publications/index.htm	Begin reading Covey's and Bennis' books.
# 3 10 Sep	Leadership Approaches – Traits and Skills and Styles	We begin with some of the early approaches to understanding leadership – The Traits, Skills & Styles Approaches. Be sure to read the Introduction (Chapter One) which sets out definitions of leadership and how it differs from Management. On the surface, this may seem to be a simple matter of definitions but leadership is deeper and more complex than some definitions imply. A few questions to resolve as you read: <ol style="list-style-type: none"> 1. What is successful leadership? Is it the same as “good” leadership? 2. What is expected/required of leaders? What is not expected/required? 3. Are effective leaders managers? Are effective managers leaders? 4. Are there traits & behaviors that seem to make a difference? 5. Are these qualities transferable through education and training? 	Continue Reading Covey and Bennis books. Read in the Northouse Text: Chapters 1, 2, 3, and 4.

# 4 17 Sep	Reading Day	Class will not meet.	Continue reading and writing in preparation for your first written paper.
# 5 24 Sep	Situational Approach and Contingency Theory	The first part of this class session will be devoted to a discussion of the first reading assignment. With the assigned chapters, we begin to examine leadership wherein one size does not fit all. The study of leadership expands to other contextual variables and the ability of the leader to modulate him or her self to varying circumstances.	Covey-W. Bennis Paper Due. Read: Northouse Text: Chapters 5 and 6.
# 6 1 Oct	Path-Goal; Leader Exchange Theory, and the Psychodynamic Approach	What do you know about the concept and techniques pertaining to emotional intelligence?	Reading: Northouse Text: Chapters 7, 8, and 11.
# 7 8 Oct	Transformational Leadership	Is Transformational Leadership a school of thought, an approach, or a theory? Explain. What key words (concepts) are emerging in your (re)definition of leadership? Compare the features of transformational leadership to the concepts presented in John Kotter's book.	Kotter Book Review Due. Read Northouse Text: Chapter 9 and "The Great Migration to a Full Range Leadership Development System" by Bruce J. Avolio at http://www.academy.umd.edu/publications/klspdocs/bavol_p1.htm
# 8 15 Oct.	Women and Leadership	There is a growing literature on this topic. Please find other articles and writings on this topic and bring them to class	Reading: Northouse Text: Chapter 12.
# 9 22 Oct	Creating & Communicating Vision	In this session we will address two aspects of leadership – vision and leader communications. I have yet to find a good writing on leadership and vision, perhaps you can help. I believe we can agree it is more than a wish or a dream. I am looking for something that provides the anatomy of a vision – what leads to their formation and what makes them work? Some imagine the "vision thing" is something outside oneself, almost a spiritual aspect, others simply see things a bit differently. Neither seems satisfactory. I am hoping you can bring some greater meaning to this. What are the origins of vision for Kotter and Collins?	Collins Book Review Due
# 10 29 Oct	Leadership Ethics and Servant Leadership	Just when you find that you have this leadership thing figured out, there is a new wrinkle that reveals what we don't know. Servant leadership is one of those wrinkles.	Reading: Northouse Text: Chapter 13. Please read the articles (http://www.academy.umd.edu/publications/klspd docs/ethics_index.htm) on Ethics and

			Leadership. I think you will find them interesting and I am sure we will have a lively discussion. Also read the materials on servant leadership at http://www.greenleaf.org/leadership/read-about-it/Servant-Leadership-Articles-Book-Reviews.html
#11 5 Nov	APHA Meeting Reading Day No Class	If you attend the APHA meeting be sure to take your journal with you.	
#12 12 Nov	Team Leadership	This session will be devoted to a discussion of the Lencioni book and Northouse reading.	Lencioni Paper Due. Reading: Northouse Text: Chapters 10.
#13 19 Nov	Selected Aspects of Leadership	This will be the first of two sessions dedicated to a 30-minute oral report on the book you selected. Be sure to compare and contrast your book to previous books read in the course. Share your written report with your classmates.	
#14 26 Nov	Selected Aspects of Leadership	This is the second of two sessions dedicated to 30-minute oral reports on the book you selected. Be sure to compare and contrast your book to previous books read in the course. Share your written report with your classmates.	Written review of personal selection book due. Submit journal entries.
#15 3 Dec	Developing and Nurturing Your Leadership Course Summary and Next Steps	At this point in the course, many proposals have been made about leadership development. From all that you read, what recommendations do you have for others and yourself	http://mapnp.org/library/dr_dev/ldr_dev.htm http://www.ccl.org/CCLCommerce/pdf/research/cclCreative.pdf http://www.ccl.org/CCLCommerce/pdf/research/cclLearnJob.pdf http://www.ccl.org/CCLCommerce/pdf/publications/lia/23_1leadingtogether.pdf http://www.academy.umd.edu/publications/kispdocs/pvail_p1.htm <i>The Paradox of Success: When Winning at Work Means Losing at Life</i> by John R. O'Neil. 1993. Chapter 6.
#16 10 Dec	Final Exam week	Class will not meet. Your final class assignment is to answer the question posed by the title of the assigned book from your perspective. What progress have you made and what steps will you take to enhance your leadership capacity?	Submit written report on "Why Should Anyone Be Led By You?"

F. Examination and Grading

Your course grade will be based on the following:

Book Reaction Paper #1	- Covey & Bennis	15%
Book Reaction Paper #2	- Kotter	10%
Book Reaction Paper #3	- Collins	15%
Book Reaction Paper #4	- Lencioni	15%
Book Reaction Paper #5	- Your Choice	15%
Book Reaction Paper #6	- Goffee & Jones	10%
Class Facilitation and Participation		10%
Journal Summary		<u>10%</u>
		100%

Course grades will be based on the weighted average of the above activities:

100-90=A
89-80=B
79-70=C
< 70 =E

G. Administrative Comments

As mentioned, your part in this course will require a great deal of reading, writing, and particularly reflective thinking. Please, anticipate these demands and plan accordingly. The content of the course is critical to any role you choose to pursue in the future, but particularly to your future as a public health services administrator. Using this “experienced-based” learning strategy necessitates making explicit several expectations:

1. Attendance. All scheduled components of the course are highly interrelated and dependent on your contributions; therefore, missing class will detract from your learning the content as well as that of your classmates. Attendance is expected consistent with University policy and will be considered in the evaluation of your participation. Advanced notification of your absence is appreciated.
2. Prepare for an active part in every scheduled class meeting.
3. Provide honest and timely feedback regarding the content and process of the course throughout the semester.
4. Share the responsibility for making this course, an enjoyable and beneficial learning experience.

A few rules exist that are necessary for us to remain a community of scholars.

CHEATING: If you are caught cheating or do not report someone who is cheating, I will report this to the appropriate CPH administrators for disciplinary action. A specific form of cheating, plagiarism, is particularly problematic in an academic institution.

PLAGIARISM: Plagiarism is submitting a paper or other written work in which the language, ideas, or thoughts are identical to published or unpublished materials from another source, including material found on the Internet, without correctly giving credit to that source. A useful rule is found in the following citation from the *Publication Manual of the Amer. Psychological Assoc.*, 2001, p. 349:

“Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased a credit for the source needs to be included in

the text. The key element of this principle is that an author does not present the work of another as if it were his or her work. This can extend to ideas as well as written words.”

Note: Instructional Accommodation. If you have a documented individual learning requirement which requires academic accommodations, please contact your instructor. In addition, if you have not already done so, please register with the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) as soon as possible, to facilitate coordination of campus accommodation services available to students with disabilities.

Attachment A

Grammar and Spelling Check Guidelines Using Microsoft Word

1. To maximize the power of MS Word Grammar and Spell Check, follow these instructions:
 - a. Go to Tools
 - b. Click on Options
 - c. Click on Spelling and Grammar Make sure boxes 1, 3, 5, 6, 7 are marked under spelling (these boxes are not numbered but you get the idea) and boxes 1 and 3 under grammar.
 - d. On that same page see Grammar and Style: Settings - click
 - e. In the first section -Required: pull down:
 - i. Comma before last item: Always (this is in a series of 3 or more)
 - ii. Punctuation required with quotes: Inside.
 - iii. Spaces required between sentences: 1 or 2 – your choice but it will check to make sure you are consistent. One space seems better in a single spaced document.
 - f. Finally, check all boxes under Grammar, and Style.

Note: This sets up your grammar and spell check for a formal paper. You will get green and red underlines indicating spelling and grammar errors. Place your cursor over the area underlined in your document as you write and Right Click, then you can accept or reject the respelling of a word and correct or ignore the underlined grammar item. For example, it will underline “I” first person pronoun. You will need to decide if you should rephrase the sentence so that you avoid the use of “I” You will need to check the set up these parameters each time you prepare a paper.

2. When doing a literature review your purpose is to demonstrate that you have identified all relevant literature. However, this level of detail is not required for the summaries you are submitting for class. It would be helpful to inform the reader how you found what you found. So an abbreviated version of the following is recommended:

The following review of the literature is a summary of key concepts related to ... The works cited have been collected from books, book chapters, published and unpublished journal articles, conference papers, unpublished theses, and doctoral dissertations. The databases and sources used to identify the scholarly literature in these areas included Medline and ERIC (1970-2006), CINHALL (1985-2006), First Search, and PsycINFO (1984-2006); as well as conference proceedings, papers, reports, bibliographies, and reference lists. The key words and phrases for the searches included self-assessment, self evaluation, medical education, moral reasoning, moral decision making, cognitive moral development, Q sorting, Q methodology, and instructional design. A secondary review of writings referenced in the bibliographies of key works and those recommended by experts, peers, and colleagues augmented the process.

When using Google or other search engines, you would identify the key word(s) or phrases that yielded useful results.

3. Citations and References. It is correct to cite the author and date (and page if it will help the reader locate the source) within parentheses when you are giving recognition to another writer but not quoting them directly. (See page 118 in the APA Style Manual). It is also correct to place the page number in parentheses after the end of the sentence of a direct quote. See the three illustrations on page 118. I prefer Quotation 1 but will certainly accept Quotations 2 and 3. Your reference list at the end of the paper does not need to reflect page numbers since you already addressed them in the body of the text. References should be double-spaced but single space is fine since I have asked for a single spaced document. For your capstone, you will likely double-space the entire document. However, note that references should have a hanging indent on the second line and look like this:

Pfeifle, W.G. (2006). *My Eyes Glaze Over: The MEGO Effect and Systems Thinking*. Lexington, Kentucky: Cognitive Review of America Press.

Attachment B
Recommended Supplemental Readings:

- Bennis, Warren. *Why Leaders Can't Lead*. San Francisco: Jossey-Bass. 1997. ISBN:
- Bennis, Warren. *On Becoming a Leader*. Perseus Books Group. 2003. ISBN: 0-7382-0817-5.
- Collins, Jim. *Good to Great: Why Some Companies Make the Leap and Others Don't*. Harper Collins. 2001 ISBN: 0-0666-2099-6.
- Covey, S. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster. 1989. ISBN: 0-7432-6951-9
- Covey, S. *The 8th Habit*. New York: Simon and Schuster. 2004. ISBN: 0-684-84665-9.
- Goleman, Daniel, R. Boyatzias, and A. McKee. *Primal Leadership*. 2002. ISBN: 1-57851-486-X.
- Harari, O. *The Leadership Secrets of Colin Powell*. McGraw Hill. 2002
- Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge*. San Francisco: Jossey-Bass. 1996. ISBN 0-7879-6833-1.
- Manning, G. and Kent Curtis. *The Art of Leadership*. New York: McGraw Hill. 2003. ISBN 0072527897.
- Maxwell, John C. *Developing the Leader Within You*. Thomas Nelson Publishers. 1993.
- Neff, Thomas J. and James M. Citrin. *You're in Charge – Now What?* New York: Random House. 2005. ISBN: 1-4000-4865-6.
- Palmer, Parker J. *Let Your Life Speak*. San Francisco: Jossey-Bass. 2000. ISBN: 0-7879-4735-0.
- Phillips, D.T. *The Founding Fathers on Leadership*. Warner Books, Inc. 1997. ISBN: 0-4466-7425-7.
- Phillips, D.T. *Lincoln on Leadership*. Warner Books.
- Stanley, Andy. *The Next Generation Leader*. 2003. ISBN: 1-59052-046-7.
- Tichy, Noel M. and Stratford Sherman. *Control Your Destiny or Someone Else Will*. Harper Collins. 2005. ISBN: 0-06-075383-8
- Tichy, Noel M. *The Cycle of Leadership*. 2002. ISBN: 0-06-662056-2.
- Vroom, Victor H. and P.W. Yetton. *Leadership and Decision Making*. Pittsburg, PA: University of Pittsburg Press. 1973.

Attachment C
Journals that Contribute to the Study and Teaching of Leadership
(Note journal in bold focus specifically on leadership)

Academic Medicine
Academy of Management Review
Administration and Society
Administration Science Quarterly
American Journal of Pharmacy Education
American Journal of Public Health
American Journal of Preventive Medicine
American Journal of Sociology
American Review of Public Administration
American Sociological Review
Education Administration Quarterly
Harvard Management Review
Human Relations
Human Systems Management
International Journal of Health Administration Education
International Journal of Health Sciences
International Journal of Public Administration
Journal of Applied Behavioral Science
Journal of Health Administration Education
Journal of Higher Education
Journal of Leadership and Organizational Studies
Journal of Organizational Behavior
Journal of Organizational Behavior Management
Journal of Public Health Management Practice
Journal of Public Administration Research and Theory
Journal of Social Issues
Leadership Quarterly
Medical Care
Medical Care Review
Medical Educator
Medical Teacher
New England Journal of Medicine
Organization
Organization Studies
Organizational Behavior and Human decision Processes
Organizational Dynamics
Public Administration Quarterly
Public Administration Review
Research in Organizational Behavior
Research on the Sociology of Organizations
Training and Development

Attachment D
Journal Entry Format

Journaling is a reflective practice that provides not only a history of events and observations but also an opportunity to digest your reactions to them. Journals are a useful source of insights to your decision-making style, emotional ebbing and flowing, and general self-improvement. To ensure that it not simply a chronological recording of events and observations, it is recommended that a two-step process be used. First write what occurred and secondly your analysis of your reaction and/or lesson learned. Such a journal might look like this:

Date (& Time)	Event or Observation	Your Reaction And/or Analysis

Attachment E
Book Review and Reaction Paper Guidelines

General: This writing activity is not a retelling of the book. The emphasis is on your critical analysis and reaction to the author(s) premises, postulates, and promises. You will have to summarize the salient aspects of the content and then compare, contrast, and comment on it in light of the readings in the course, other books you have read, and your leadership experiences. The following questions should serve as a guide for your review and reaction but this is not a required sequence.

- 1. What are the author's viewpoint(s) and purpose(s)?**
The viewpoint or purpose may be implied rather than stated, but often a good place to look for what the author says about his or her purpose and viewpoint is in the introduction or preface. In retrospect, why do you think the author wrote this book?
- 2. Does the author have the necessary expertise to write the book?**
What makes the author a credible source of information? How important is credibility to appreciating the author's thoughts and writing?
- 3. What are the author's main points?**
A preview of this will often be stated in the introduction - summarize the main ideas and challenge your reader to read the book.
- 4. What kind of evidence and/or narrative does the author use to substantiate his or her points? Is it convincing - Why or why not?**
- 5. How does this book relate to other books and current writings on the same topic?**
Is the book unique? Does it add new information? What group of readers, if any, would find this book most useful?
- 6. What are the most appropriate criteria by which to judge the book?**
Is it: qualitative or quantitative?; Inspirational or documental?; Practical or theoretical?; other criteria you deem pertinent.
- 7. How successful do you think the author was in carrying out the overall purposes of the book?**
- 8. Your Personal Assessment considering the following:**
Did the book meet your expectations? What was the most interesting or motivating aspects of the book? What aspects disappointed you? Do you recommend this book to others to read? Is there any other information you would like to share with potential readers?
- 9. Write your official bibliographic annotation for the book not to exceed 500 words to be shared with future students to help them make a decision about reading the book.**