PubH 6901
Foundations of Public Health Nutrition Leadership
Course Syllabus
Fall 2013

Credits: 2 credits
Meeting Days: Wednesdays
Meeting Time: 10:10-12:05
Meeting Place: Mayo D325
Instructor: Jamie Stang, PhD, MPH, RD
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Fax: 612-624-9328
E-mail: stang002@umn.edu
Office Hours: By appointment
TA: Lisa Mays
E-mail: maysx051@umn.edu

I. Course Description

This course provides an overview of the leadership skills needed to succeed in the field of public health nutrition. This course is designed for first year students in the public health nutrition MPH program. During this course, students build skills in essential public health nutrition functions such as oral and written communications, critical thinking, interdisciplinary teams, working with communities and systems, cultural competence, professional self-assessment and public policy and advocacy. Further, this course will enable you to articulate a personal leadership style and plan related to public health nutrition practice including identification of potential field experiences and course selections.

II. Course Prerequisites

Admission and matriculation into the public health nutrition program or permission of course instructor.

III. Course Goals and Objectives

Upon completion of the course, the student should be able to:

1. discuss the roles and functions of a public health nutritionist including the 10 essential public health services;
2. identify personal and professional strengths and weaknesses as they relate to effectiveness as a public health nutrition practitioner;
3. discuss the legislative process, including key stakeholders and current policies that have an impact on public health and nutrition policy at the federal, state and local levels;
4. identify the components of effective public health nutrition messages;
5. assess personal competency in oral and written communications;
6. identify personal and professional leadership skills through group and individual leadership development activities including field experiences and/or mentoring programs;
7. determine cultural factors that influence the development and delivery of public health nutrition programs to a variety of underserved or disadvantaged populations; and
8. develop conflict resolution and negotiation skills.

IV. Methods of Instruction and Work Expectations

Weekly lectures by the course instructor and occasional guest speakers will be provided along with opportunities for group leadership development activities during class time. Students are expected to complete projects outside of the classroom.

Media Use in Class Policy
Students are expected to fully participate in class activities and discussions. The use of electronic media in the class to check email or Facebook, send text messages, etc is disruptive to other students and to lecturers. Students who are found to be using electronic media in the class will have 5 points removed from their overall grade for each offense. Exceptions will be made for students who have documented learning needs or when media is required for the class activities.

V. Course Text and Readings

Selected class readings are listed by week and available on the course moodle site.

VI. Course Outline/Weekly Schedule

**September 4**
Introductions
Course Overview
Self Assessment Project Assigned

**September 11**
What is Public Health Nutrition?

- Essential public health services
- Public health nutrition personnel

Read Prior to Class:


Debate Project Assigned
September 18
Social determinants of Health
Health Disparities
Health Equity
Read Prior to Class:
  • Culhane-Pera KA, Her C, Her B. "We are out of balance here": a Hmong Cultural Model of Diabetes. J Immigrant Minority Health (2007) 9:179–190

Self Assessment Results Due at Beginning of Class

September 25 – Policy, Systems and Environmental Change
Policy, Systems and Environmental Changes
Working with Communities and Systems
Read Prior to Class:
  • Local Government Actions to Prevent Childhood Obesity. REPORT BRIEF • Institute of Medicine. SEPTEMBER 2009

October 2
Donna McDuffie, MPH, RD, CPH – Minnesota Department of Health
Read Prior to Class:

October 9
Resumes and portfolios - Barb LaPorte and Darren Kaltved, SPH Career Center
Resume and Cover Letter Due – Must be Brought to Class in Hard Copy Format

October 16
Connecting with Diverse Communities
Guest Lecture: Cathy Jordan, PhD, University of Minnesota Center for Youth Development
Read:
  • TBD
**October 23**

Public Policy and Public Health Law

Complete online module The Constitutional and Legal Basis for Public Health Actions

- Available at: [http://www.sph.umn.edu/details/course/11071/](http://www.sph.umn.edu/details/course/11071/)
- You will need to register for this free course. Print out the certificate of completion and turn in to instructor or TA by Nov 1.

Read prior to class:


**No in person class this week**

**October 30**

Developing effective communication messages

Read:


**November 6**

Food Insecurity and Food Justice

Read:


**November 13**

The lifecourse approach to public health nutrition

**November 20**

Debates

**Debate research document due**
December 4
Leadership Development

Personal leadership reflective paper due

December 11
Intergenerational Issues
Guest Lecture: Corey Bonnema, University of MN Human Resources

VII. Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths Finder 2.0 online assessment printouts</td>
<td>9/18</td>
<td>10%</td>
</tr>
<tr>
<td>Resume and cover letter</td>
<td>10/9</td>
<td>10%</td>
</tr>
<tr>
<td>Debate Research Document</td>
<td>11/20</td>
<td>30%</td>
</tr>
<tr>
<td>Debate Presentation</td>
<td>11/20</td>
<td>25%</td>
</tr>
<tr>
<td>Personal Leadership Reflective Paper/Plan</td>
<td>12/4</td>
<td>15%</td>
</tr>
<tr>
<td>In Class Activities</td>
<td>Varies</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Strengths Finder 2.0**

Complete the online Strengths Finder 2.0 self assessment exercise found at the back of the book (You MUST purchase a new book in order to complete the assessment as codes can only be used once). All books must be new in order for you to obtain a working access code for the online survey. Print out the results of the online survey and save a pdf copy for your files. You will need this pdf document later in the semester.

Worth 10 points
Due Sept 18

**Resume and Cover Letter**

Complete a draft resume that can be used for developing your professional portfolio and a cover letter that would accompany your resume for the type of position you hope to have after completing the PHN program. Examples of resumes will be posted on the course website. Your resume can follow any type of format you like, but should include at least the following information:

- Education and training summary
- Work history (volunteer and/or paid work)
- Address and contact information

Worth 10 points
Due Oct 9
Debate Research Document and Presentation

The ability to make a clear, concise argument for public health policy requires a very thorough understanding of the issue as well as excellent oral and written communication skills. The ability to debate both sides of an issue (regardless of which side of the issue your own beliefs fall) is critical. The class will be divided up into small groups that will be asked to debate cutting edge public health nutrition topics. Groups will be randomly assigned to a topic, as well as to a specific stance on that topic. Detailed instructions are attached to the syllabus and will be posted on the course moodle site.

Each group will be required to complete a brief 3-4 page document that provides a clear, concise overview of your group’s stance on a particular issue. This page limit includes references. This will form the basis for your debate and will be turned in to the instructor at the beginning of class.

Groups will participate in a debate during the November 20th class period. Each group will be allowed 1 minute to state the position of their group. Each group will then have 4 minutes to present their most persuasive, salient points that support their group position. After both sides have presented, each group will have 4 minutes to present a rebuttal to their opponents’ point of view. The debate will conclude with each group having 1 minute to present a closing argument.

Class members will provide a peer critique of the debates, focusing on the quality of the points and the persuasiveness of the argument presented.

I encourage all students to email their congress person(s) about an issue that was debated in class. Five bonus points will be given upon sending an email.

Debate research document due Nov 20 - worth 30 points
Debate presentations on Nov 20 - worth 25 points

Personal Leadership Reflection and Plan

Each student will write a 3-4 page personal leadership reflection paper that is based upon the Strengths Finder and Self Assessment for PHN results, and that incorporates information gathered during the interviews of PHN leaders. Information discussed in class with the Leadership Coach may also be valuable to include in this project. The plan should include each of your identified Strengths Finder 2.0 strengths, a short description of the type of position that you see yourself hold in 10-15 years in the future, ideas of 2-4 field experiences or volunteer activities that could help you prepare for the type of PHN position you desire, and a discussion of how your strengths may be used to help you achieve your goal. Papers must be accompanied by your strengths finder result printout. Papers must reflect strong written communications skills including proper grammar, references (when appropriate) and a lack of spelling and punctuation errors.

Worth 15 points
Due Dec 4

In Class Activities

A series of in class activities will be utilized throughout the course. Students MUST be in attendance to receive credit for these activities. There is no way for these activities to be completed outside of the course setting due to the nature of the activities. Each activity will relate to a leadership competency (interdisciplinary team building, conflict resolution/negotiation, cultural competency, critical thinking, etc).
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
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<tr>
<td>B</td>
<td>84-86.9%</td>
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<tr>
<td>C+</td>
<td>80-83.9%</td>
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<tr>
<td>C</td>
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<td>74-76.9%</td>
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<tr>
<td>D+</td>
<td>65-69.9%</td>
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<tr>
<td>D</td>
<td>60-64.9%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</td>
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Course Evaluation

Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPH Grades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Grade

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University’s Academic Integrity Officer.
The University’s Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

Mental Health Services
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu