Leadership for Population Health Improvement

Population Health Sciences 714

Spring 2016

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Course Overview

Description:
This course is designed to deepen individual and organizational leadership competencies for leaders from various professional fields and disciplines, with a specific focus on providing leadership to address complex social issues that influence population health. The course content focuses on core attributes of effective leaders and continuous learning organizations, with a special emphasis on those leadership competencies that have been found to be essential to collaborative leadership of complex initiatives that cut across organizational boundaries and societal sectors. Learners are assumed to have a working knowledge of public health and population health principles, including the multiple determinants of health, the structure and functions of the United States public health and health care systems, the roles of organizations in various societal sectors in influencing health outcomes, and the importance of making changes in policies, systems, and environments to create and sustain improvements in health for all.
Learning Objectives:

- Identify your own strengths and areas of growth as a leader, and how your leadership attributes support your efforts to be a leader for population health improvement.
- Enhance competencies as an authentic leader, capable of leading across organizational boundaries, leading with cultural humility, and persisting in the face of challenge and opposition.
- Integrate core organizational leadership concepts and strategies into the field of population health improvement.
- Develop capacity to apply collaborative leadership skills to complex problems.
- Design a comprehensive, persuasive approach to engaging across sectors to address a real-world population health problem.

Course Instructor

Karen Timberlake is the director of the Population Health Institute at the University of Wisconsin School of Medicine and Public Health and an Associate Professor in the Department of Population Health Sciences. As director, she leads the UW Population Health Institute in bridging between public health and health policy research and implementation into practice. Working with diverse stakeholders in Wisconsin and nationally, the Institute advances public health and health policy decisions that improve the health of the people of Wisconsin and the nation. Karen previously served as the director of the Partnership for Healthcare Payment Reform (PHPR), a project of the Wisconsin Health Information Organization, which worked to improve quality and efficiency in health care by reforming reimbursement to better align the incentives of payers, providers, employers and patients.

Prior to joining the faculty of the Department of Population Health Sciences, Karen served as Secretary of the Wisconsin Department of Health Services from April 2008 through the end of 2010. As Secretary, Karen led key health initiatives, including co-chairing the state’s Office of Health Care Reform, developing a plan for statewide health information exchange, expanding access to affordable health insurance coverage through BadgerCare Plus, and advancing policies to improve the overall health status of the people of Wisconsin. She was credited for her collaborative approach to major initiatives including development of the state’s health plan, Healthiest Wisconsin 2020, and development of the Wisconsin Statewide Health Information Network (WISHIN). Under her leadership, DHS also tackled a number of public health issues, ranging from expanding farm to school programs to reducing childhood obesity, improving birth outcomes for at-risk mothers in urban areas, and expanding screening for alcohol and drug abuse. Karen also served as executive assistant and deputy secretary at DHS.

Before joining DHS, Karen served as the Director of the Office of State Employment Relations and was an assistant attorney general with the Wisconsin Department of Justice. Karen received a BA from Indiana University and a JD from Harvard Law School.
Course Text Book and Readings:
Learners will complete the on-line assessment in Strengths Based Leadership by Tom Rath and Barry Conchie.


Other supplemental readings are noted in the course.

Course Mechanics
The course is a three-credit, on-line course that uses a combination of readings, interactive assignments, assessments, and presentations to guide students in meeting the objectives of the course. The course is divided into eight sessions, to be completed each week during the course. All course materials necessary to successfully complete the course are included on the Learn@UW site for the course.

You will need to choose a time slot to complete your Final Capstone Project via Blackboard Collaborate during the second to last week of the course. You will find a google spreadsheet of time slots available to schedule your presentation. You are required to present and attend 2 other student’s presentation. Place your name on the google spreadsheet in 3 locations. If the time slots provided do not work, please email me and we can work out another time slot.

Each student will complete the sessions on his/her own time. In order to keep pace in the course, each session and the associated course work and assignments are to be completed on a weekly basis. Students are welcome to work ahead and will be penalized for submitting work late. Students will submit the activities and assignments into the discussion forum or dropbox on Learn@UW.

Course Schedule

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Assignment Descriptions

**Written Assignments (40%):** Each module contains study questions that should be addressed in short essay format. The directions on the Activities page in each module indicate the questions to be answered.

Short essays, typically no more than three double-spaced pages, should highlight key arguments and evidence from the readings and other course materials that address the study questions posed in each module. Please use APA style to document your use of source material. (See below.)

Each student is expected to work individually (not in groups) on these questions.

How to Submit Your Short Essays:

Please submit your work for each module in a single document and as a .doc, .docx, or .rtf file. Submit your work in the appropriate Dropbox folder in the Learn@UW (D2L) course site. Dropbox folders can be accessed by navigating to the Course Home page, and then clicking "Dropbox" on the course navigation bar.

**On-Line Discussions (20%):** Regular participation in discussions is necessary to understand the broad range of material to be covered in the course. The value of your participation in this course will depend on your preparation and that of other participants and your willingness to exchange ideas and critique the arguments presented in lectures, readings, and other assigned resources. You are required to participate in discussions each week of the course.

Each discussion requires a minimum of three posts: one initial post and two responses, written to extend a conversation initiated by your colleagues. You are encouraged to continue the discussion as your colleagues respond to your ideas.

Please note: You must compose and submit your initial post before you will be able to read and respond to your colleagues' posts.

Discussion grades will be based primarily on the following:

- the quality of your comments, particularly how well-grounded they are in the material presented in course readings or other material when that is requested, and
- engagement with other group members, particularly your ability to react constructively to others' comments and move the discussion forward.

How to Participate in Discussions: Please submit your posts in the appropriate discussion thread. Discussion forums can be accessed by navigating to the Course Home page, and then clicking Discussion on the course navigation bar.
**Capstone Project (40%)**: Over the duration of this course, you will work on a capstone project in population health improvement. You will be asked to identify a population health concern confronting your state, city, place of employment, or volunteer organization such as a school, faith community, community agency, etc. You will develop a strategic plan for your organization to begin to engage, or advance its engagement, in addressing this problem. You will further develop a 20-minute presentation summarizing the opportunity, the proposed strategies, and the business case for your organization to engage, with partners, in tackling this problem.

The final project consists of two components:

1. a 5 – 8 page strategic plan, and
2. a 20-minute presentation of your plan via Learn@UW’s Web Conferencing tool Blackboard Collaborate responding to questions on your presentation from your peers.

The memorandum is worth 20% of your final grade and the presentation plus your responses to questions are worth 20%.

**How to Complete Your Assignment**: Specific instructions for the memo, including milestone assignments, and the presentation are included in the Content area of the course.

**Guidelines for Written Work and Documentation**
Please review the Guidelines for Written Work for additional information about course expectations. Citations in your work should adhere to APA format. For more information, please refer to American Psychological Association (APA) Documentation handout from the UW-Madison Writing Center.

**Late Work Policy**
Assignments should be submitted by the due dates listed in the Course Schedule. Late assignments are only accepted with instructor permission. If you unexpectedly encounter problems meeting course due dates, you must notify the instructor by email within 24 hours. The instructor retains final say about extensions to due dates.

**Grading and Assignments**
The grading scale for the course is as follows:

A: 90-100,
AB: 85-89,
B: 80-84,
BC: 74-79,
C: 69-73,
D: 64-68,
F: 63 or below

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**Course Communication**
News:
I will use the News section of the Course Home page to make announcements during the term to communicate new or changing information regarding due dates, instructor absence, etc. Please read News items frequently and carefully. My expectation is that you will log in to the course site at least once every week day.

Questions:
If you have questions that are academic in nature, post your question in the “Raise your Hand” discussion thread. This allows other students to benefit from your questions and our responses. Additionally, you can set up automatic notifications to be alerted any time there is new information posted on a Discussion Board. Click the "Subscribe to Topic" link and choose how often you wish to be notified.

I will check the discussion boards often and will make every effort to reply within two days, excluding weekends.

Questions of a personal nature should be sent by email to your instructor: ktimberlake@wisc.edu.

Guidelines for Written Work

1. Remember that your writing will be evaluated on: 1) the comprehensiveness of the analysis in identifying appropriate concepts, literature and practical applications; 2) the logic, accuracy, and overall persuasiveness of your arguments; 3) your ability to connect leadership principles and theories to relevant scenarios and examples in your own work; and 4) the quality of your writing style (including basic grammar, punctuation, and proofreading).

2. Read each question carefully and organize your content around all parts of the question. Use such techniques as topic headings, repeating the language from a portion of the question, start new paragraphs, insert numerals or other notations to separate parts of the answer. If the instructor has to search for content, she may miss it. You should not use up valuable space repeating the entire question at the start of your answer.

3. Avoid general narratives on subjects that may relate to the topic of the question but aren't specific to the question.

4. Use a professional writing style; avoid a conversational tone and expressions such as "astronomical," "awesome," or "as a matter of fact."

5. Avoid sentences or statements that begin with the word "I think," unless the assignment clearly asks for your personal option. Otherwise assume that what is sought are evidence-based conclusions and perspectives.

6. Avoid assertions, i.e., statements without facts or sources, for any issue of importance.

7. Be sure you use capitalization appropriately (for official titles, e.g.). Do not use capitals to make something sound important.
8. Proofread your writing. Misspellings and extra words obscure your meaning and distract readers from your substantive arguments. Make sure your subject and verb agree (i.e., singular or plural). As a general rule, if there is more than one error per page you may be asked to rewrite the paper or exam before it can be graded and will lose a minimum of a half-grade.

9. Allow time for editing of your own work. Consider living by the maxim that “there is no such thing as good writing, only good re-writing.”

10. Avoid absolute statements that contain words such as "never," "always," or "all." Leadership for population health improvement is nuanced and complex; demonstrate your ability to be flexible, adapting your approach to the requirements of the situation.

Capstone Project

Across the country, organizations from all sectors of society—healthcare, public health, education, finance, for-profit and non-profit business, government, etc.—are coming together to solve complex social problems that directly influence how long and how well people live. Representative efforts are focused on improving high school graduation rates, enhancing availability and affordability of healthy local foods, improving adult basic education and job training for adults who have not completed high school, ensuring that all children get off to a strong start and enter kindergarten ready to learn, etc. These efforts start and succeed for many reasons, but every successful effort has effective individual and organizational leadership. In every example, organizations have chosen to work outside of their traditional sector and sphere of influence, sometimes even collaborating with competitors, to advance a common population health improvement agenda.

You are all leaders in your organizations, and we will spend the first half of the course building your personal leadership competencies. Now it is time for you to apply your skills in analysis, collaboration, and persuasion by developing a feasible plan and a compelling rationale for your employer or volunteer organization to engage in a multi-sectoral partnership to advance a pressing local public health problem.

Project Parameters

1. You may choose to design a new initiative or develop a plan to advance an initiative in which your organization is already involved.

2. Your initiative must be feasible for your organization to participate in. It must also cause your organization to stretch beyond its core business functions and actively engage with partners across sectors.

3. Your plan should cover a 2 year time frame, with emphasis given to year 1 activities.

4. Your plan should identify the financial and in-kind resources your organization will contribute to support the success of this initiative.

5. Use one of the strategic plan formats provided on the Module 2 Assignments page.

6. You will prepare a presentation that outlines your proposed problem and suggested approach.
a. You should assume the audience for this presentation is a group of decision makers in your organization whose commitment is required to advance the initiative. This could be a group of executive leaders in your organization, a board of directors, or other relevant body. Be clear about who your target audience is, and write/speak in ways that will reach them.

b. Your presentation should cover the problem, the proposed solutions, the partners that will be engaged, and should especially emphasize why it is both feasible and in your organization’s short and long term interest to engage in solving this complex societal problem.

c. Your presentation should be approximately 20 minutes in length.

Here are the steps involved in the capstone project:

Module 1:

- Choose your population health problem, based on approaches to data and analysis learned elsewhere in the Certificate or in your own experience.
- Submit a one page brief proposal that identifies the chosen problem, what role you will propose for your organization in addressing this problem, and three likely partner organizations to engage in the effort.

Module 2:

- Begin development of your strategic plan, focusing on identifying evidenced-informed strategies.

Module 3:

- Continue development of your strategic plan, focusing on resources that will be needed and the rationale for your organization, and its likely partner organizations, to invest those resources.
- Consider whether new resources are actually required to advance your initiative, and consider what resources could be redirected or made available in-kind.

Module 4:

- Continue development of your strategic plan, focusing on partners whose participation will be essential to the initiative’s success, and the approach your organization should make to secure the participation of at least three essential partners from organizational sectors that are other than your own.
- Reflect on the role of vision and cultural competence in the success of your initiative; adjust your current work as needed.

Module 5:
• Submit your written strategic plan.
• Begin developing PowerPoint presentation.

Module 6:
• Make adjustments to your strategic plan based on instructor feedback and resubmit.
• Refine and practice your presentation.
• Post your final strategic plan on the discussion board with a brief introduction providing any context your peers will need to understand your choice of problem and approach.

Module 7:
• Present your strategic plan and business case to your peers using Blackboard Collaborate.
• Choose 2 presentations made by your colleagues and ask the questions you as a leader would have, assuming you are the audience for your colleagues’ proposals.

Module 8:
• Respond to the questions that have been asked by your peers about your presentation.

**Project Evaluation**
1. The written plan is worth 20% of your final grade, and your presentation materials, presentation style, and response to peers’ questions are worth 20%.
2. The written plan will be evaluated for feasibility, attention to the evidence base, identification of key partners, and logical flow of the steps outlined in the plan.
3. The written and oral presentation will be evaluated for persuasiveness, demonstration of a compelling rationale for participation, anticipation of barriers and objections, and completeness of responses to peers’ questions.
University Policies

Non-Discrimination Policy

The UW Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed publicly by the professor.

Disability Reasonable Accommodation Policy

If you qualify for accommodations because of a disability, please submit a letter to the instructor that outlines your request in a manner that is timely and consistent with established university policies for making such request so that your needs may be addressed. Policies for accommodating disabilities are available through the McBurney Disability Resource Center, 903 University Ave., 608-263-2741 (phone), 263-6393 (TTY), 265-2998 (Fax), mcburney@uwmadmail.services.wisc.edu. For additional information, please see the McBurney Disability Resource Center.

Religious Reasonable Accommodation Policy

Every effort shall be made to reasonably and fairly accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance, provided advance notification of the conflict is given. Whenever possible, students should give at least one week advance notice to request special accommodation.

Student Honesty and Rules of Conduct

Academic honesty requires that the course work (drafts, reports, examinations, papers, presentations) a student presents to an instructor honestly and accurately indicates the student's own academic efforts. These policies are available at wisc.edu/policies.

UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. UW-Madison implements the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

"Academic misconduct is an act in which a student:

(a) seeks to claim credit for the work or efforts of another without authorization or citation;
(b) uses unauthorized materials or fabricated data in any academic exercise;
(c) forges or falsifies academic documents or records;
(d) intentionally impedes or damages the academic work of others;
(e) engages in conduct aimed at making false representation of a student's academic performance;
(f) assists other students in any of these acts."

If you are accused of misconduct, you may have questions and concerns about the process. If so, you should feel free to call Student Advocacy & Judicial Affairs (SAJA) in the Offices of the Dean of Students at (608) 263-5700 or send an e-mail to dos@bascom.wisc.edu.
Ebling Library

Online Orientation to Ebling Library

Ebling Library is the primary resource library for the School of Medicine and Public Health, the School of Nursing, the School of Pharmacy, and the UW Hospital and Clinics. Ebling is housed on the 2nd and 3rd floors of the Health Sciences Learning Center. Ebling Library brochure is available here!

View the video providing an overview of what the Ebling Library is and the resources available to you. There are Closed Captions available to you.

Resources Available

- 400,000+ print volumes
- E-Journals
- E-books
- Databases
- Resource Portal

Services Provided

- Access resources from anywhere
- Help searching databases effectively, efficiently
- Help with lit searches, lit reviews
- Interlibrary loan/document delivery
- Laptops, other equipment available to checkout
- Keep current in your field (rss, browzine, other)
- Citation Management (Zotero, Endnote, other)
- Help with mobile apps

Tutorials

Below are a few "How to" videos available on the Ebling Library YouTube page:

- Accessing Online Resources from Off Campus
- How to Order a Document
- How to Order an Article Using a Database
- Viewing Your Requested Article

There are additional Tutorials available on the Ebling Library Website.
**Ask a Librarian**

Use the [ASK a Librarian](#) resource to get your questions answered! You have the ability to ask a librarian a question via chat, phone [608) 262-2020, Email, or In-Person.

**Library Liaison:**

Rhonda Sager, MA
[rhonda.sager@wisc.edu](mailto:rhonda.sager@wisc.edu)
[608) 262-2372](tel:6082622372)

**Survey**

After reviewing the information above, please complete a 2 question SURVEY to receive credit for reviewing the Ebling Library page. To complete the survey, click on the "Surveys" tab in the navigation on the Learn@UW site, go to the "Ebling Library Orientation" survey and complete the short survey. Thank you!