

**Course Outline**  
**LEADING EVIDENCE INFORMED ACTION**  
**Fall 2022**

Instructor

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Course Time and Location

This course meets **in person** on Thursdays from 5:00pm – 8:00pm in Carruthers 102.

*Synchronous remote option for off-campus students:* Students may be allowed to participate remotely via Zoom during the regularly-scheduled course time if (and only if):

- they are in the final term of the 16-month MPH program; and
- they have completed all other on-campus requirements; and
- they are unable to return to Kingston for the semester due to employment or other obligations

Students meeting the above criteria must notify the instructor ahead of time for approval.

Zoom link: [https://queensu.zoom.us/meeting/register/tJEod-yrpzIqHNPJDHhgbrHazmvjB500E7Es](https://queensu.zoom.us/j/9123456789)

Calendar Description

This course applies health promotion theories to the analysis and development of evidence based public health actions. Approaches to leading change are applied at the levels of individuals, organizations, community, society. Examples are drawn from programmatic and functional areas of public health practice to exemplify development of a multilevel and “health in all policies” approach to complex problems.

Rationale

Complex problems require complex, collaborative solutions. Changes to health-related structures including systems, policies and environments, can facilitate healthy and autonomous decisions for all; however leading and effecting these changes is not a simple undertaking. Structural changes to promote population health arise through dedicated individual and collective efforts, research and advocacy. This course explores the ways in which health-related policies and environments develop within the community context of individuals, social networks, organized groups and government sectors. Effective public health professionals lead evidence informed change to promote population health and health equity across this broad spectrum.

Intended Learning Outcomes

- Understand theories of organizational leadership in public health, and how organizations evolve and change over time
- Describe the role of public health programs and policy for advancing health promotion and disease prevention agendas
- Conduct critical evidence assessment and synthesis to inform public health interventions and knowledge translation at the community level

- Develop persuasive arguments for the promotion of health through public policy, in part through the understanding of complexity in the political process

### Course Prerequisites and Requirements

This is a required course for MPH students and is limited to MPH students who have completed their practicum EPID-887 or those with instructor approval, such as students enrolled in the accelerated MPH program.

### Course Structure and Schedule

The course will be broken into three interrelated modules:



#### **Part 1 - Self-Efficacy**

Week 1	Course overview; values and world views
Week 2	Power and privilege, motivational theory
Week 3	Working with others and conflict management
Week 4	Personal leadership skills and styles

#### **Part 2 - Understanding Organizations**

Week 5	Managing meetings, roles in public health organizations, organizational structure, unions and management
Week 6	Organizational change and strategic planning
Week 7	Project management and accountability measures

#### **Part 3 - Influencing Externally**

Week 8	Policy development and the political context; community-based PH leadership
Week 9	Health promotion and social marketing
Week 10	Effective communications
Week 11	Policy brief presentations - Part 1

## Week 12 Policy brief presentations - Part 2

Class sessions will typically include a mix of the following instructional modalities:

- formal didactic presentation by the instructor and/or T.A.
- engaged class discussion related to the topic being presented and the assigned readings for that week
- small group exploration of case studies in public health leadership and decision-making
- external presentations from invited speakers who are leaders in public health, healthcare, government, business, law, nonprofit organizations, or other professional sectors.

The views of invited speakers can be very informative for students learning how to effect meaningful change within systems of bureaucracy and complex structure. Toward this end, it is important to be respectful of guest speakers when they appear before the class, and to offer them a respectful welcome while they are here. This means paying attention during their presentations, asking relevant questions related to their work, and being generally courteous and polite. More information on invited speakers will be forthcoming as the term progresses.

### Required readings

The course requires active learning on the part of the participant, integrating classroom lectures with assigned readings, interactive group work, group discussion, and group decision-making. Course readings will be posted for each session on onQ, according to the topic to be covered that week. Students are expected to have read all assigned materials before class, and to be prepared to discuss the readings with active engagement. Select key resources include:

Callahan RF, Bhattacharya D, eds. (2016) *Public Health Leadership: Strategies for Innovation in Population Health and Social Determinants*. New York: Routledge.

Grint, K (2005). [Problems, Problems, Problems: The Social Construction of 'Leadership'](#). *Human Relations*. 58(11): 1467–1494.

Kawachi I, Lang I, and Ricciardi W, eds. (2020). [Oxford Handbook of Public Health Practice](#). 4th ed. Oxford University Press.

Parkhurst J (2017). [The Politics of Evidence: From Evidence-Based Policy to the Good Governance of Evidence](#). London: Routledge.

Public Health Agency of Canada (2020). [Core competencies for public health in Canada](#). Government of Canada.

Rutter H, Savona N, Glonti K, et al (2017). The Need for a Complex Systems Model of Evidence for Public Health. *The Lancet*. 390(10112): 2602-2604

Stone D (2012). *Policy Paradox: The Art of Political Decision Making*. 3rd ed. W. W. Norton & Company.

Wong SL, Green LS, Bazemore AW, Miller BF (2017). [How to Write a Health Policy Brief](#). *Families, Systems & Health* 35(1)21-24.

World Health Organization (2014). [Health in all Policies: Helsinki Statement. Framework for Country Action](#). Geneva.

### Assessment

Active participation	10%
Discussion Boards	20%
Midterm assignment	30%
Policy brief assignment	40%

*Active Participation (10%)*: Students are expected to actively participate in class through asking questions and contributing to discussion, using knowledge gained through pre-readings for each session. Although formal attendance will not be taken, this is a dynamic, interactive course which depends on ongoing student engagement with the issues under discussion, and your absence will be felt if you are not able to participate. If you are unable to attend class for any reason, kindly notify the instructor or T.A. in advance to let them know the circumstances of your absence. And if there are any concerns with group member contributions, please reach out to the instructor or T.A. to discuss the issue. (Ongoing)

*Discussion Boards (20%)*: There will be four online Discussion Boards in which students are expected to provide a thoughtful, meaningful contribution (main post) as well as at least one quality response to the post of a peer. Main posts should be no more than 300 words and will be scored according to the rubric below (max 3 points per post), with additional points given for submitting at least one quality response to a peer's post for every discussion (max 2 points per peer response). Main posts are to be completed on onQ no later than 12pm noon on Friday of the first week of the discussion board, and peer response posts are to be completed on onQ no later than 12pm noon on Friday of the second week of the discussion board. Additional guidance will be provided in class. Weeks 2, 4, 6 and 8

Scoring of the main posts will be done as follows:

- 0 Did not post or did not mention any of the key ideas
- 1 Engaged with the key ideas in an adequate but somewhat superficial way
- 2 Engaged with the key ideas, but also made connections between these ideas and some material provided thus far in the course
- 3 Engaged with the key ideas, made connections with course material but also made extensions onto additional material outside the course or in the student's own experience

Scoring of the response to a peer will be done as follows:

- 0 Did not respond to a peer at all or the response was superficial
- 1 Responded to at least one peer with a thoughtful response bringing in a new idea, connection or extension
- 2 Responded multiple times or to multiple peers with a thoughtful response bringing in a new, idea, connection or extension including appropriate links or citations.

*Midterm Assignment (30%)*: There are two parts to the assignment, which are equally weighted. Students will be randomly allocated into small groups of 3-4 students and will work together on the following tasks:

- Part 1 – Write a short essay (max. 1500 words) which describes a major challenge with the use of evidence in public health, and which provides a model for the use of evidence to support a specific public health intervention to address a specific health issue. All group members

should contribute to the development and editing of the essay. Due Week 6 (uploaded to onQ no later than 12pm noon on Fri. Oct. 21).

Part 2 – Develop and submit a formal agenda and minutes for one official meeting of your small group, as well as an implementation plan for the intervention you have proposed, specifying timelines, delegation of work, post-implementation monitoring and evaluation, and mechanisms for quality improvement. All group members should contribute to the agenda, minutes and implementation plan. Due Week 6 (uploaded to onQ no later than 12pm noon on Fri. Oct. 21).

As noted above, each part of the assignment is equally weighted (Part 1 = 50%, Part 2 = 50%).

**Policy Brief Assignment (40%):** Working with your small group members, you will choose a pertinent health issue in Ontario and write a policy brief outlining the issue itself, what is contributing to this issue, who is affected, potential policy levers that can be enacted to deal with the issue, and recommendations for the best option to address the issue. The audience is specific - you are providing this brief to the current provincial Minister of Health (Hon. Sylvia Jones) and her office. You must ensure the argument is convincing to someone with her perspective and world views, not those of the instructor, T.A. or your classmates. Format will be a maximum of two printed pages (8.5" x 11", single-spaced, 11 or 12 point font, 1" margins), although creativity in page layout/format is encouraged. Each group will have five minutes to present their topic to the class and invited guests, who will be engaging as various stakeholders. A short Q&A will follow. Upon completion of the policy brief presentation, each group will complete a reflection summary (max . 1000 words) identifying areas of success and areas for improvement, as well as identification of conflict that arose during project work and how it was handled within the group. Note: perfection with management is not expected, marks are delivered for the depth of reflection. Marks on this assignment are divided as follows - 50% paper, 30% presentation and Q&A, 20% group reflection. Presentations during class on Weeks 11 & 12. Final policy brief and reflection summary are to be uploaded to onQ no later than 12pm noon on Mon. Dec. 5.

In this course, numerical percentage marks will be assigned for each required element, with final letter grades assigned using the Queen's Official Grade Conversion Scale:

**Queen's Official Grade Conversion Scale**

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

**Provisional Course Schedule and Weekly Readings (the most up to date plan will be available in onQ):**

<b>Week/Dates</b>	<b>Weekly Theme</b>	<b>Activities and Deadlines</b>
<b>WEEK 1</b> Sept. 8	Course overview, values and world views	
<b>WEEK 2</b> Sept. 15	Power and privilege, motivational theory	<b>Discussion Board #1</b> Main post due by noon, Fri. Sept. 16
<b>WEEK 3</b> Sept. 22	Working with others and conflict management	<b>Discussion Board #1</b> Peer response due by noon, Fri. Sept. 23
<b>WEEK 4</b> Sept. 29	Personal leadership skills and styles	<b>Discussion Board #2</b> Main post due by noon, Fri. Sept. 30
<b>WEEK 5</b> Oct. 6	Managing meetings, roles in public health organizations, organizational structure, unions and management	<b>Discussion Board #2</b> Peer response due by noon, Fri. Oct. 7
<b>Oct. 13</b>	<b>FALL BREAK</b>	Catch up on readings and assignments.
<b>WEEK 6</b> Oct. 20	Organizational change and strategic planning	<b>Discussion Board #3</b> Main post due by noon, Fri. Oct. 21  Midterm Assignment due by noon, Fri. Oct.21
<b>WEEK 7</b> Oct.27	Project management and accountability measures	<b>Discussion Board #3</b> Peer response due by noon, Fri. Oct. 28
<b>WEEK 8</b> Nov. 3	Policy development and the political context; community-based public health leadership	<b>Discussion Board #4</b> Main post due by noon, Fri. Nov. 4
<b>WEEK 9</b> Nov. 10	Health promotion and social marketing	<b>Discussion Board #4</b> Peer response due by noon, Fri. Nov. 11

<b>WEEK 10</b> Nov. 17	Effective communications	
<b>WEEK 11</b> Nov. 24	<i>Policy Brief Presentations</i>	
<b>WEEK 12</b> Dec. 1	<i>Policy Brief Presentations</i>	Policy brief and reflection summary due by noon, Mon. Dec. 5

## Course Policies

### Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the SGS Calendar (<https://www.queensu.ca/sgs/graduate-calendar/academic-integrity-policy>) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery, falsification and unauthorized use of intellectual property, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Plagiarism is defined as the practice of taking someone else's work or ideas and passing them off as your own. Unintentional plagiarism is still plagiarism - regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

Being concerned about plagiarism doesn't mean you can't work in groups. Groupwork is an important component of this course, and you are encouraged to work with your classmates to extend your learning about leadership issues. Be mindful of your own contributions to the group assignments and make sure each person's work product is appropriately recognized and acknowledged.

### Copyright of Course Materials

Course materials created by the course instructors, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

### Academic Accommodations for Students with Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for



Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

#### Academic Consideration for Students with Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. SGS students can find the Academic consideration information at: <https://www.queensu.ca/sgs/accommodation-and-academic-consideration>.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor. Please use the following:

Instructor Names: Bradley Stoner

Instructor/Coordinator email address: [bradley.stoner@queensu.ca](mailto:bradley.stoner@queensu.ca)

#### Statement on Academic Consideration for Late Assignments

Assignments should be handed in on time. Most assignments will be uploaded to OnQ. Assignments have a due date and time and the OnQ submission portal will close after this time. If students miss this window, they should email the assignment directly to the instructors. Late assignments will be accepted but will have 1% deducted from the assigned grade for each day, or partial day, late without an approved accommodation.

Wherever possible please try to avoid late assignments, as handing assignments in on time (or even early) is a professional skill that Public Health trainees are encouraged to develop. However, it is acknowledged that sometimes emergency situations arise, and students are not able to submit assignments on time. The instructor encourages students to communicate about these situations as soon as possible so that alternative plans can be made for submissions. Students are also encouraged to avail themselves of the SGSPA resources for academic consideration for extenuating circumstances described above.

#### Attendance

Students are expected to attend all sessions, and attendance is a major component of being successful in the course. However, it is understood that this might not always be possible given illness or other unforeseen circumstances. If a class session is missed, it is up to the student to speak with other students find out what was missed, and to complete any coursework or assignments that took place

during the session. Make up is ideally done in time for the next class session. It is also expected that students will inform the instructor ahead of time, as soon as practicable, when they are going miss class.

#### Audit Policy

Auditing this course will not be allowed, due to the intensive nature of engagement with the course material.

#### Cell Phones, Tablets and Laptops

Students will need an appropriate electronic device (laptop, tablet, smart-phone, Chromebook, etc.) and reliable internet access to access course materials and complete the assignments. Class time should be devoted to class activities, and students should avoid using their cell phones or computers for sending emails, watching non-course-related videos, checking social media, etc. while participating in class and small group meetings. All course materials and links will be provided to students through the course onQ site. Students with technology-specific accommodations or difficulties should make these known to the instructor as soon possible.

#### COVID-19 Guidelines

[Queen's University Covid guidelines](#) will need to be followed at all times. Queen's Health Sciences has further clarified these guidelines as they pertain to educational and co-curricular activities within the Faculty of Health Sciences. While these may change as the term progress, the guidelines currently stipulate the following:

#### Vaccination – strongly recommended for all faculty staff and students

- *QHS students, staff, residents and faculty who do not have in-person interaction with patients or clients as part of their education or research are not required to be vaccinated, but it is strongly recommended.*

#### Masking – recommended in all settings, and strongly recommended in small group settings

- *Students, staff, residents, faculty and volunteers are not required to wear masks but masking is recommended in all other settings on campus.*
- *In small group settings and private offices where physical distancing cannot be maintained, masking is strongly recommended and may be requested by instructors.*

#### Screening and absences – perform [Ontario provincial self-assessment tool](#) each day, and do not come to campus if you do not pass

- *Students, staff and faculty are required to continue to use the province's [self-assessment tool](#) before coming to campus.*
- *Students who have symptoms of COVID-19, are required to isolate, or do not pass the self-assessment tool should not come to campus, and should follow their program's protocol for reporting absences and following up after an absence.*

There are currently no restrictions on eating or drinking in class, but please use etiquette and discretion.

#### Lateness for Class Meetings

Students should be respectful of the instructors, fellow students and guests and arrive on time at the beginning of each session. It is appreciated for students to inform the instructor and T.A. if they know ahead of time that they are going to be late for class for any reason.

### Etiquette and Comportment

The following guidelines will help provide a pleasant classroom and online learning experience for all course participants throughout the term:

- *Be consistently respectful of one another.* Treat your instructor, T.A. and your fellow students with respect. Understand that we may disagree and that exposure to other people's opinions is part of the learning experience.

- *Expect and respect diversity of all kinds.* Some of your classmates could be returning to school for the first time in 20 years, while others have recently graduated from their undergraduate degree. Many students may be new to the Department of Public Health Sciences. Welcome to all of you, we are glad to have you join us at Queen's.

- *The instructor and T.A. are dedicated to creating a safe space for discussion, learning and engagement.* Offensive content has no place in the classroom or on the OnQ discussion boards. This includes (but is not limited to) content which is racist, sexist, violent, homophobic, hateful, hostile, or may otherwise interfere with the learning process for all course participants. Please let the instructor or T.A. know if you have any questions or concerns about this policy.

### Emailing the Instructor and T.A.

The instructor and T.A. will strive to respond to your emails within 1 business day. Emails should be professionally written. In addition, emails about an assignment within 24 hours of the due date may not be answered in time for submission so please plan ahead. In cases of emergency or the need for last minute accommodations, students should inform the instructor where possible, but they should also follow the suggestions provided above with regard to Academic Consideration for Late Assignments.