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**Public Health Leadership and Crisis Management**

**502 DME**

**Course Handbook**

**2015**

**MPH Joint Program**

College of Medicine:

Departments of Family & Community Medicine, Emergency Medicine, Health informatics

College of Applied Medical Sciences:

Department of Community Health Sciences

**King Saud University**

General Course Information

**Course**

Public Health Leadership and Crisis Management

**Coordinating Unit**

Department of Family & Community Medicine, College of Medicine, King Saud University

**Teaching Period**: April, 2015

**Units**: 2 credit hours

**Contact Hours**: 2 Week Intensive, 1-5 pm Saturday-Wednesday

Pre-requisite: For academic credit available to Postgraduate students at the King Saud University, and Family and Community Medicine residents. Open for audit for in-service health managers, administrators

**Key Dates**

Teaching: 20 April – 1 May

**Coordinators**

Professor Eric K. Noji

**Lecturers**

Professor Eric K. Noji, Dr. Dr Zohair Al-Asseri

**Learning Objectives**

The aim of this course is to introduce students to the importance of leadership for effective public health programs and health service provision particularly in crises situation and during disasters and unexpected events which require extraordinary inputs and initiatives. The Course provides an understanding about the principles of public health leadership to lead the health care system and address the challenges posed by crises and disasters.

The students will learn about the role and responsibilities, and attributes and skills that are required to fulfill those responsibilities. The class room discussions will also illustrate the complexity of the health care systems and the challenges that leaders in public health and health care need to address.

At the end of the course the students will be able to:

1. Define leadership for health care and public health;
2. Understand the attributes and skills for leadership
3. Discuss the complexity of health services organizations and health system, and describe the skills and competencies that leaders require to address challenges posed by that complexity;
4. Understand how disasters undermine public health programs and provision of health care, and discuss leadership’s role to address the acute needs during disasters and mitigate the disruption to health care program and services caused by the disasters

**Course Description**

The subject empowers health professional with the appropriate leadership knowledge and skills required for effective performance during rapidly changing situations and crisis events within and external to most organizations. Leadership in internal or external crisis events necessitates the application of general leadership principles under extreme circumstances often characterized by uncertainty and disorder, non standard risks and consequences, limited timeframes in the context of rapid change and limited communication. Despite best laid plans, actual crises often requires the ability to deal with the unexpected. Howe would you lead when preparations and insufficient and when core values are threatened? How would you respond to unanticipated situations when time is of the essence and planned approaches don’t work? Crises events require not only flexibility but also depend heavily on effective delegation, and well planned resources logistics. Health professional planning or preparing for deployment to situations that experiences rapid change or crisis events, specially need to carefully consider what skills they requires. This subject provides the skills, knowledge and awareness to assist health professionals in dealing with crises events of varying magnitude and scope. The importance of self awareness in identifying and addressing crisis leadership strengths and challenges is emphasized. Students will leave with new and improved knowledge, awareness and skills, and extensive resources. Students participate in online learning throughout the study period and required to attend a residential which will convey some theoretical and practical components. Learning is supported by group work, discussions, case studies, medial, interactive exercises, and a simulated international crisis that puts students crisis management skills to the test. Opportunities are provided for the students to share their experiences in crisis leadership with others and to develop valuable network for ongoing support.

learning activities summary

DAY 1

**Leadership Definitions**

**Difference between management and leadership**

Leadership: **Roles and Responsibilities** at team, community, organization, national levels

Lecturer: Dr. Mohammad Afzal Mahmoood

DAY 2

**Qualities** of a leader

**Types of Leaders and Leadership Styles**: Flexibility, adaptability, changing style to address changes in the situation.

Lecturer: Dr. Mohammad Afzal Mahmoood

Group Project: Select an issue, and define tasks of the individual students

DAY 3

**Public Health Leadership Principles**: values and ethical issues in public health and health care

**Leadership competencies** for Public Health: Strategic thinking, developing vision for the health care organization and working with staff and stakeholders for the shared vision and shared purpose, knowledge and skills about how to work collaboratively with a capacity and skills to influence

Lecturer: Dr. Mohammad Afzal Mahmoood

Group Project: Discussion and Development

DAY 4

**Hospital Incident Command System**

Lecturer: Dr Zohair Al-Asseri

**Networking,** developing a powerbase

**Collaboration and influence**: Working with staff, stakeholders, people

Lecturer: Prof Eric Noji

Group Project Discussion and Development

DAY 5

**Leading the public health and emergency response during Hajj**

Lecturer: Dr Zohair Al-Asseri

Leadership for Health and Public Health:

**Nature and Complexities of Health Care Organization**

**Leadership challenges facing public health**

Lecturer: Dr. Mohammad Afzal Mahmoood

Group Project Discussions and Development

DAY 6

Leading from front: how to **deal with people** who are barrier to reforms, how to tap the staff potential, energy and initiative, resource **logistics**, **flexibility** to address disaster situations.

Lecturer: Prof Eric Noji

Group Project Discussion

DAY 7

Leadership skills: **Innovation and risk taking** to address situations which require extraordinary response. Lecturer: Prof Eric Noji

Group Project Development

DAY 8

**Leadership for implementing change**

Lecturer: Prof Eric Noji

**Managing the change** **in health care** organizations and health care systems.

Lecturer: Dr Afzal Mahmood

Group Project Presentation Preparation

DAY 9

Getting ready for and **dealing with the rare/unexpected** events: case studies, discussion. Lecturer: Prof Eric Noji

Leading the **public health initiatives and health service provision during the crises/disasters** such as wars and natural disasters

Lecturer: Dr Afzal Mahmood

Students Group Project Presentation

Day 10

Revision, End of Term Exam

Assessment

Assessments are part of the learning process and reinforce learning in addition to measuring the achievements of the learning objectives.

**20 April – 1 May**

Attendance and active participation in class room discussions 10% Individual marks

**Due Date: 30 April**

Group Project, 3-4page (about 1200 words) report 20% individual marks

Group Project, Participation & Presentation 10% Group marks

**Due Date: 1 May**

EOT Exam – MCQ and short answer questions 40% Individual marks

**Due Date: 4 May**

Reflective Journal, 3-4 Pages, Attributes, Skills

and competencies of leaders in the local context 20% Individual marks

**Attendance & Participation**

For self and collective learning active participation in discussions at the class room and in group work is essential. The participation in lectures carries 10% marks. Active participation is reflected in and assessed on the basis of students taking part in discussion, asking relevant questions, reflecting and presenting some observations from literature or health care or management practice.

**Group Project**

The students will work in a group. Each student will select an actual public health crises such as the recent epidemic of measles in Punjab Pakistan, sudden large outbreak of dengue fever in Jeddah two years ago, viral zoonotic infection epidemic (rift valley fever) in Jazan, cyclone and associated health and health care needs in Caribbean, earthquake and Tsunami in Japan, H1N1 Influenza in Peoples Republic of China. On the basis of the group work and individual readings each student will prepare his/her **individual report** which should:

* Describe the nature and extent of the crisis in terms of its effect on health and health system (half a page),
* Describe the leadership skills and competencies that would be required for the public health leaders to address that crisis (half a page)
* Discuss a few salient features of the actions taken by the authorities in that region, and highlight the leadership qualities that are reflected in those actions. (one page)
* Reflect on how a capable public health leader would have reacted to address the situation (1 page)

The students are also required to develop a 15 minute **group presentation** comprising of about 6-8 slides based on their discussion about the leadership shown/required during the crises (for which the students read and write a their report).

**Reflective Journal**

The students are required to develop a 3-4 page (1200 words) journal. The journal should includes student’s reflections on the relevance and significance of the leadership concepts and the skills and competencies that are mentioned in the literature and discussed in the class room as required to be an effective leader for public health program and health systems. The students should write this journal on a daily basis, as the course coordinator may ask the student to show the

**Submission of Report and Reflective Journal**

Please prepare the report and reflective journal in MSWord or Rich Text, and submit electronically (email). Please keep an exact copy on your computer. By submitting the report and reflective journal you declare that ‘all material in your written assignments is your own work except where you have referenced others work/ideas.

Learning Resources

Vroom VH, Jago AG. The Role of the Situation in Leadership. American Psychologist. 2007; 62(1): 17–24.

Bass BM, The Future of Leadership in Learning Organizations. Journal of Leadership & Organizational Studies. 2000, 7(18). 19-40. DOI: 10.1177/107179190000700302

Wright K, Rowitz L, Merkle A, et al. Competency Development in Public

Health Leadership. American Journal of Public Health. August 2000, Vol. 90, No. 8. 1202-1207

Brown M, McCool BP. High Performing managers: Leadership attributes for the 1990s. Health Care Manage Rev. 1987:12(2);6975

Boin A, Hart P. Public Leadership in Times of Crisis: Mission Impossible? Public Administration Review. September/October 2003, Vol. 63, No. 5:544-553

# Wooten LP, James EH. Linking Crisis Management and Leadership Competencies: The Role of Human Resource Development. Advances in Developing Human Resources June 2008 vol. 10 no. 3 352-379

**Additional readings to be provided during the Course.**