Spring 2015

PUBH 6534 - Health Policy and Management

Katie M. Mercer
Georgia Southern University, kmercer@georgiasouthern.edu

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PUBH 6534: Health Policy and Management
Spring 2015

Instructor: Katie Mercer, DrPH, MPH
Office: Hendricks Hall 2008
Phone: (912) 478-1343
E-Mail Address: kmercer@georgiasouthern.edu
Office Hours: Monday 1:00 – 5:00 pm
Wednesday 2:30 – 4:30 pm
Class Meets: Mondays and Wednesdays 10:10 – 11:25 am
Carroll Building 1022

Prerequisites: None

Catalog Description: The course provides a comprehensive introduction and overview to public health management and administration. The course context is based on managerial decision making and the practical knowledge, tools, processes and strategies required by organizational management. This course overviews the basics of administration, including public health law, human resources management, budgeting and financing, health information management, performance measurement and improvement, ethics, leadership, communication, media relations, and legislative relations in public health; introduced as processes are strategic planning, program development and evaluation, budget preparation, and constituency building for collaboration. Emerging areas of public health policy and management are also discussed as contexts to apply practical knowledge, tools and strategies.


Secondary Text: Additional articles, supplemental materials, and URLs/website addresses will be supplied by the instructor during the course.

Course Credit: This is a three-credit hour course.

Course Delivery Platform: Face-to-face.
**M.P.H. Health Policy and Management Core Competencies:** Upon graduation a student with an MPH in Health Policy and Management should be able to:

1. Define the main components and issues of the organization, financing and delivery of public health systems in the US.
2. Describe the legal, values and ethical dilemmas in public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
3. Define the methods of ensuring community health safety and preparedness.
4. Compare the policy development, assessment, and evaluation process for improving the health status of populations.
5. Describe the principles of program development, management, budget preparation with justification and evaluation as related for public health initiatives.
6. Define principles of strategic planning, quality improvement, and marketing in public health practice.
7. Define quality, cost benefit and performance improvement concepts to address organizational performance issues in public health.
8. Define how "systems thinking" can contribute to solving public health organizational problems.
9. Demonstrate health policy and management effectiveness using appropriate channels and technologies.
10. Compare leadership skills for building partnerships in public health.
11. Define trends in planning, resources allocation, and financing and their effects on consumers, providers, and payers in public health.
12. Compare the economic, professional, social and legislative influences on public health systems in the US.
13. Define population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
14. Compare the potential impacts of policy and management on the conduct of public health research and practice.

**Course Objectives:** Upon completion of the course students should be able to:

1. Define the main components and issues of the organization, financing and delivery of public health systems in the US. (1, 11)
2. Describe the legal principles, values and ethical dilemmas in public health. (2)
3. Describe health policymaking process, including policy formulation, implementation, modification and assessment. (4)
4. Describe the principles of performance and evidence-based management as related to public health initiatives. (7, 12)
5. Define principles of strategic planning and marketing to public health. (6)
6. Define how "systems thinking" can contribute to solving public health organizational problems. (8)
7. Demonstrate leadership skills for building partnerships in public health. (10)
8. Define principle concepts and the core functions of public health and how these concepts and functions interact and made operational at different governmental and nongovernmental levels. (1, 8)

9. Demonstrate an understanding of core concepts related to healthcare quality and safety and their impact on cost and delivery of services. (4, 7)


**Academic Misconduct:**
Academic Misconduct according to GSU’s policy includes (but is not limited to):

- **Cheating**
  a) submitting material that is not yours as part of your course performance;
  b) using information or devices that are not allowed by the faculty;
  c) obtaining and/or using unauthorized materials;
  d) fabricating information, research, and/or results;
  e) violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;
  f) collaborating with others on assignments without the faculty’s consent;
  g) cooperating with and/or helping another student to cheat;
  h) demonstrating any other forms of dishonest behavior.

- **Plagiarism**
  Plagiarism is defined as, “appropriating and putting forth as one’s own the ideas, language, or designs of another” (The Living Webster, 1975), and it is strictly forbidden. Written and oral presentations must be a student’s own work. Students plagiarizing or cheating in any form will face disciplinary action which could result in failure of this course, or suspension or expulsion from the University. Copying from written materials, presentations, websites, etc. without source acknowledgement and reference is plagiarism. *Read it, appreciate it, learn from it, and make sure you source it – and then reflect it with your own thoughts and words!*

  Plagiarism according to GSU’s policy includes (but is not limited to):
  a) directly quoting the words of others without using quotation marks or indented format to identify them;
  b) using sources of information (published or unpublished) without identifying them;
  c) paraphrasing materials or ideas without identifying the source;
  d) unacknowledged use of materials prepared by another person or agency engaged in
the selling of term papers or other academic material.

If you are uncertain about what constitutes plagiarism, please contact the Instructor. If you are accused of either cheating or plagiarism by a JPHCOPH faculty, the policy, as per the Student Affairs website (http://deanofstudents.georgiasouthern.edu/conduct/resources/faculty/academic-dishonesty/) will be enforced.

Class Participation & Attendance Policy: Class participation is an integral part of the learning process. Students will be expected to remain current with the readings, contribute to discussion of the week’s topics, have completed the current week’s assignments, ask questions, make comments, and agree/disagree with the professor and peers. You are responsible for any material covered or distributed online, including any announcements, so please check the course folio page regularly. Federal regulations require attendance be verified prior to distribution of financial aid allotments.

Course Requirements
This course assumes substantial and informed student participation. General discussion of theory and practice is encouraged and expected of all students. At a minimum, being informed requires class engagement, completion of assigned readings and projects, and attention to health care news and world events. Thoughtful participation is important and will be reflected in part in the final grade. Failing to participate meaningfully in class discussions or project presentations will result in a lower grade.

Course Requirements:
• Assignments: Students will complete 4 graded assignments. Instructions for each assignment as well as grading rubric will be provided in Folio. These assignments will be discussed further in class. Course objectives 1-10.

• Midterm and Final Examinations: The first midterm examination will cover material assigned and/or discussed in class through the first half of the semester. The final examination will be cumulative. Course objectives 1-10.

• Group Paper and Presentation: Students in the class will work in small groups over the course of the semester to expand their understanding of a chosen health care program or policy (assigned by the Instructor). Students will evaluate the success of the program or the policy based on evidence from the literature. The group will work together to research the issue and develop a thorough but succinct presentation on the subject matter. One PowerPoint presentation appropriately formatted and sourced (must have a reference slide) which reflects the work of the entire group will be required of all groups. All group members must speak. Group members should be prepared to take questions from the class and the Instructor. All students in a given group will earn the same grade for the presentation. A rubric outlining the expectations of this assignment will be provided. More details on this assignment will be provided as the semester progresses. The manuscript must be 12 pages, double spaced, and include at
least 10 reference citations from peer reviewed journals. Full instructions and guidance on content and format will be provided in Folio. Course objectives 1-10.

Instructor Response Times:
- Email: Within 48 hours
- Assignment grades: Within a week of submission date.
- Midterm and Final Examination grades: Within a week of submission date.
- Group Presentation grades: Within a week of submission date.
- Exceptions: Response times on weekends may vary.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25%</td>
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<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Group Paper and Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale:
- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

For calculation of your final grade, all grades above will be included.

Make-up Exams and Late Assignments: Make-up exams are not provided, except in hardship cases which should be discussed in advance with the Instructor. Any assignment turned in late will be lowered one letter grade for each day the assignment is late. There will be no scheduled make-up times for exams or paper presentations. If a student cannot take an exam or complete an assignment within the scheduled time, they must consult with the Instructor prior to the scheduled due date.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the professor within a reasonable amount of time. Nota Bene: Extensions are not guaranteed and will be granted solely at the discretion of the professor. NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!

Syllabus

The course syllabus and schedule of topics provide a general plan for the course; deviations may be made by the Instructor as necessary. Refer to Folio for specific reading requirements for each week. Any changes to the syllabus will be announced in advance. Additional reading materials may be required and made available to students via Folio or other means. In addition, as noted in the “Course Requirements” section above, students
are expected to independently access and be familiar with health care issues and topics as presented in various media.

### Course Schedule, Topics and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings &amp; Activities</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/12</td>
<td>Course Orientation</td>
<td>Module 1</td>
<td></td>
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<tr>
<td></td>
<td>1/14</td>
<td>Introduction to Health and Health Policy</td>
<td></td>
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<tr>
<td>2</td>
<td>1/19</td>
<td>MLK day – no class</td>
<td>Module 2</td>
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<td></td>
<td>1/21</td>
<td>The Context and Process of Health Policymaking</td>
<td></td>
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<tr>
<td>3</td>
<td>1/26</td>
<td>Policy Formulation</td>
<td>Module 3</td>
<td>Group paper topics assigned</td>
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<tr>
<td></td>
<td>1/28</td>
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<tr>
<td>4</td>
<td>2/2</td>
<td>Policy Implementation</td>
<td>Module 4</td>
<td>Assignment 1 due</td>
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<tr>
<td></td>
<td>2/4</td>
<td>Policy Modification</td>
<td>Module 5</td>
<td></td>
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<tr>
<td>5</td>
<td>2/9</td>
<td>Midterm review – in class</td>
<td>NO MODULE</td>
<td>Midterm</td>
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<tr>
<td></td>
<td>2/11</td>
<td>MIDTERM</td>
<td></td>
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<tr>
<td>6</td>
<td>2/16</td>
<td>Public Health Management Overview</td>
<td>Module 6</td>
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<td></td>
<td>2/18</td>
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<tr>
<td>7</td>
<td>2/23</td>
<td>Public Health Financial Management</td>
<td>Module 7</td>
<td>Assignment 2 due</td>
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<tr>
<td></td>
<td>2/25</td>
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<tr>
<td>8</td>
<td>3/2</td>
<td>Public Health Law and Ethics</td>
<td>Module 8</td>
<td></td>
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<td></td>
<td>3/4</td>
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<tr>
<td>9</td>
<td>3/9</td>
<td>Leadership and Strategic Planning</td>
<td>Module 9</td>
<td>Assignment 3 due</td>
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<tr>
<td></td>
<td>3/11</td>
<td></td>
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<tr>
<td>10</td>
<td>3/16</td>
<td>SPRING BREAK</td>
<td>NO MODULE</td>
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<td></td>
<td>3/18</td>
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<td>3/25</td>
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<tr>
<td>12</td>
<td>3/30</td>
<td>Public Health Performance and Evidence-based management</td>
<td>Module 11</td>
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<td></td>
<td>4/1</td>
<td>Public Health Marketing</td>
<td>Module 12</td>
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<tr>
<td>13</td>
<td>4/6</td>
<td>Communication and Constituency Building in Public Health</td>
<td>Module 13</td>
<td>Assignment 4 due</td>
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<tr>
<td></td>
<td>4/8</td>
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<tr>
<td>14</td>
<td>4/13</td>
<td>Health Quality &amp; Safety</td>
<td>Module 14</td>
<td>Group paper due</td>
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<td>4/15</td>
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<tr>
<td>15</td>
<td>4/20</td>
<td>Public Health Systems Research and the Future of Public Health</td>
<td>Module 15</td>
<td></td>
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<tr>
<td>16</td>
<td>4/27</td>
<td>GROUP PRESENTATIONS</td>
<td>NO MODULE</td>
<td>Group PowerPoint due</td>
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<td></td>
<td>4/29</td>
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<tr>
<td>17</td>
<td>5/4 –</td>
<td>FINALS WEEK</td>
<td>NO MODULE</td>
<td>FINAL</td>
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**Disclaimer:** The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform you of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.