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PHLD 9331 - Public Health Policy, Regulation & Ethics

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PHLD 9331
Section 01P (CRN 14751)
Health Policy, Regulation & Ethics
3 credit hours

Spring 2018

<u>Instructor:</u>	Bill Mase, Dr.PH, MPH, MA
<u>Office:</u>	Hendricks Hall, Room 2016
<u>Phone:</u>	(912) 478-6984
<u>E-Mail Address:</u>	wmase@georgiasouthern.edu
<u>Office Hours:</u>	Tuesday & Thursday 11:00 AM – 1:30 PM
<u>Teaching Assistant:</u>	Ted Mulherin, tm04922@georgiasouthern.edu
<u>Class Meets:</u>	Friday 9:00 AM - Noon. (1/19, 2/16, 3/23, 4/13)
<u>Location:</u>	Room Location TBD

Course Catalog available at:

<http://students.georgiasouthern.edu/registrar/pdf/catalogs/GraduateCatalog/index.htm>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: N/A

FOLIO address: <http://my.georgiasouthern.edu>

Catalog Description

The purpose of this course is to provide advanced graduate students with an overview of the health policy environment in the United States and prepare students with the skills and tools that they need to analyze and compare between various health policy alternatives. The course emphasis is on contemporary topics in health policy research and various proposals of health care reform. The student will also get introduced to comparative health systems from other nations. By the completion of this course, the student will gain a detailed understanding of contemporary health policy issues and about the health policymaking process.

Class Etiquette

Turn off cell phones during all class meetings and be respectful of your fellow students. Students are expected to be on-time for all class meetings sessions and to stay engaged in the learning

exchange process throughout the entire 3-hour session. You are responsible for your own learning as well as the learning of your peers. It is expected that students will present themselves in a professional manner during all class meetings. Students may use computers to take notes. Any non-class related activity will result in the student being asked to excuse him/herself from the meeting session and loss of credit for that meeting session.

Academic Integrity

Students are expected to follow guidelines outlined in the *Student Conduct Code 2008-09* policy regarding academic dishonesty. Any student found in violation of academic honesty will receive a grade of 'F' for the course. It is the student's responsibility to familiarize him/herself with the student policies and expectations set forth in the GSU *Student Conduct Code 2008-09* of the *2008-09 Student Handbook*. (http://students.georgiasouthern.edu/judicial/SCC_08-09.pdf) You are expected to follow guidelines set forth in the handbook.

Required Textbook

No text required.

Dr.P.H. -PHLD Concentration Competencies

At the completion of the Dr.P.H. degree program all students will be able to:

1. Evaluate the main components and issues of the organization, financing and delivery of public health systems in the US.
2. Evaluate 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. Evaluate the methods of ensuring community health safety and preparedness.
4. Analyze the policy development, assessment, and evaluation process for improving the health status of populations.
5. Evaluate the principles of program development and evaluation as it relates to public health initiatives.
6. Analyze budget preparation with justification and evaluation as related to public health initiatives.
7. Evaluate the process for strategic planning and marketing for public health.
8. Analyze quality, cost benefit and performance improvement concepts to address organizational performance issues in public health.
9. Evaluate how "systems thinking" can contribute to solving public health organizational issues and problems.
10. Analyze health policy and management effectiveness using appropriate channels and technologies.
11. Analyze leadership skills for building partnerships in public health.
12. Analyze the trends in planning, resource allocation, and financing and their effects on consumers, providers, and payers in public health.

13. Evaluate the economic, professional, social and legislative influences on public health systems in the US.
14. Apply population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
15. Evaluate the application and role of policy and management on the conduct of public health research and practice.
16. Analyze information from various sources to resource and program decision making.
17. Analyze the principles of health equity for public health problem solving.
18. Compare the impacts of rural versus urban environmental status on health of communities.
19. Evaluate qualitative and quantitative research methods for public health problem solving.
20. Assess the ability to manage programs within budget constraints.
21. Evaluate grants, proposals or cooperative agreements for funding from external sources.
22. Apply prevention effectiveness models to prevention strategies through cost-effectiveness, cost-benefit, and cost-utility analysis.
23. Apply ethical decision-making and conduct in all aspects of public health practice.
24. Advocate for programs and resources that advance the health of the population.
25. Develop a plan to implement a policy or program, including goals, outcomes and process objectives, staffing plans, budget and implementation steps.

Course Learning Objectives

Upon completion of this course students will be able to:

- 1- Understand the definition, the scope, and the various constituents of public health policy (comp 4, 9).
- 2- Learn the historical background on how health and healthcare policy has been made in the US (comp 2, 4).
- 3- Understand the functioning of the US healthcare system and about contemporary issues in its financing and delivery (comp 1, 13).
- 4- Recognize the principal features of US health policy and become familiar with some of its critical issues (comp 2, 4).
- 5- Develop an understanding of the primary theoretical models used to explain the health policy process (comp 9).
- 6- Acknowledge the importance of studying the public health system in understanding health policy and policymaking (comp 9).
- 7- Identify and acknowledge the political processes that influence health policymaking (comp 13).
- 8- Evaluate the ethical and value considerations in the health policy process (comp 14, 17, 23).
- 9- Learn about the roles, skills, and characteristics of each of the stakeholders in health policymaking and that of a policy analyst (comp 9, 12, 17).
- 10- Evaluate various proposals for health care reform using the systems approach (comp 16, 18, 24).

- 11- Develop and learn the methods and skills required to prepare a timely and relevant health policy analysis (comp 10, 16, 19, 24).

Public Health Leadership Student Learning Outcomes

Cross-cutting

1. Demonstrate their readiness to work with communities to address public health problems.
2. Select and apply theoretically based interventions to address public health problems.
3. Apply appropriate research methods to address community health problems, particularly among rural and underserved populations.

Public Health Leadership Concentration

1. Interpret and formulate a “systems thinking” approach to solving public health problems associated with organizations.
2. Appropriately utilize leadership skills to plan, design, implement, and assess public health intervention programs.
3. Critique and respond to the many internal and external conditions that can influence resource allocation on communities, with an emphasis in rural and underserved areas.
4. Formulate and conduct relevant policy-based research using appropriate research designs and analytic techniques.
5. Communicate public health leadership principles and concepts to lay and professional audiences through both oral and written communication.

Instructional Methods and Course Philosophy

This course is designed in a way that may be different than other courses that you have taken. You are expected to think critically about the subject matter throughout this semester and demonstrate effective public health management systems thinking. Activities focus on advancing each student’s individual line of research toward the advancement of a group assigned public health related manuscript.

Class Participation

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, ask questions, make comments, and develop his/her own philosophical and ethical professional foundation for practice. You must come to class prepared to present your individual and group progress on your team’s manuscript development and provide feedback to your peers on their manuscript development. Full credit for participation requires perfect attendance, interacting at a professional level with others in each course session, and demonstrating progress toward all elements outlined in the below weekly assignments enumeration toward the submission of a manuscript to a peer reviewed journal. This course meets 4 times during the semester. It is expected that students attend all 4 class meetings. Missed class sessions will result in a final grade reduction on one full letter grade.

Assignments and Evaluation

<u>Week 1: (1/12) Folio Reading and One-Page Summary Reflection</u>	<u>5 points</u>
	<u>Individual</u>

Each student will review selected publications from previous student work in this course provided in folio. A individual one-page summary as to a specific topic you would like your group to focus on over the semester is due to the instructor on Friday January 12th by 11:00 p.m. on Folio.

Team-based Manuscript Assignment (**Groups are provided in the course Folio**)

<u>Week 2: (1/19) In-class Meeting</u>	<u>10 points</u>
	<u>Group</u>

This class session will be dedicated to preparing each student writing group to develop a manuscript for submission to a peer review journal by the end of the semester. Team-based learning activities will be completed in class. These activities are intended to assist in team development as well advance the group work of manuscript development. The focus of our class time together will be to trouble shoot potential issues that might arise in the development of the manuscript. This class session will be a working group format. We will discuss potential issues that might arise as a means to proactively seek resolution and expedite the development of the manuscript for submission.

<u>Week 3: (1/26) Manuscript Development Plan</u>	<u>10 points</u>
	<u>Group</u>

Each group will submit a manuscript development and submission work plan. This work plan must address the below.

- 1) The overarching manuscript focus for sections including a) introduction b) methods, c) results, d) discussion, e) conclusion, f) references, and e) tables/charts/graphs.
- 2) A manuscript development plan with deliverables, dates, responsible person(s).
- 3) Name of selected (potential) journal(s) to submit the manuscript to and requirements, responsible person(s).

<u>Week 4: (2/2) Initial Reference List (1-15 citations)</u>	<u>5 points</u>
	<u>Group</u>

Each writing group will initiate a comprehensive literature review for their manuscript. Each team will work collectively to develop a literature review strategy to minimize duplication of team efforts. Each team should collectively identify, synthesize and prepare to incorporate 10-15 citations for inclusion in their manuscript.

<u>Week 5: (2/9): Revised Manuscript Development Plan</u>	<u>5 points</u>
	<u>Group</u>

Each writing group will initiate a comprehensive literature review for their manuscript. Each team will work collectively to develop a literature review strategy to minimize duplication of team efforts. Each team should collectively identify, synthesize and prepare to incorporate 15-25 citations for inclusion in their manuscript.

Each group will submit a REVISED manuscript development and submission work plan. This

work plan will include the below.

- 1) Draft a) introduction b) methods, and c) references sections for submission.
- 2) A manuscript development plan with deliverables, dates, responsible person(s) for remaining sections and revision of draft sections.
- 3) Responsible person to serve as lead author, the establishment of an author's account with the identified journal.

Week 6: (2/16): In-class Meeting Draft Methods Section Presentation **5 points**
Group

Each group will develop a draft methods section for the manuscript. Through review of related published literature the methods section should be clearly articulated and include the following sections as appropriate – sample population/selection, secondary data sources, and measurement. It is recommended that the review of existing published manuscripts should inform the development and implementation of the methods to be utilized in each group's manuscript development.

Week 7: (2/23) Institution Review Board Submission **10 points**
Group

Each group should have submitted all required documentation for the Georgia Southern University Institutional Review Board. This is a very detailed process with a specific protocol that each writing team must complete prior to submitting their manuscript for peer review. Note that this assignment is suggested to be "completed" by this 7th week of the semester. However, it may require resubmitting and can be submitted as late as the final week of the semester. The folio assignment to be uploaded is an official letter of approval to proceed from the Georgia Southern University Office of Research - IRB.

Week 8: (3/2) Establish a Schedule and Meet Instructor **N/G**
Group

Each group will establish a schedule for the written components of the manuscript to be developed and submitted to the lead author. It is strongly recommended that each group schedule an in-person meeting (or a telephone conference call) with all team writing group members and the instructor this week to finalize timelines and individual responsibilities.

Week 9: (3/9) Independent Writing **N/G**

Independent writing and actions toward the goal of manuscript submission (e.g. creating accounts with the journal, entering author data into web sites, revision of methods section, development of results section, initiation of discussion section, and development of tables/charts/graphs).

Week 10: (3/16) Spring Break

Continue working on individual components of the manuscript.

Week 11: (3/23) Class Meeting **5 points**
Individual

Specific details as to the schedule for this class meeting session will be defined in consultation with all participants during the one-on-one group meetings and discussion with the instructor in the weeks prior to the meeting.

Week 12: (3/30) Full Draft Manuscript **20 points**
Group

Each group will submit a full draft manuscript to the instructor in Folio Friday March 30th by 11:00 p.m. The draft manuscript is to include all required component sections per the requirements of the journal to which the manuscript is to be submitted.

Week 13: (4/6) Manuscript Writing and Revision **N/G**
Continued writing and revision of the manuscript by all group members.

Week 14: (4/13) Class Meeting **10 points**
Individual

Each individual will prepare a one-page debriefing report. This report will provide a synthesis of their journey through the publication process including but not limited to successful strategies, obstacles overcome, barriers to advancement, work group strategies, and group insights/perspectives.

Week 15: (4/20) Final Manuscript Submitted and Peer Evaluation **15 points**
(Two Assignments Due) **Group/10**
Individual/5

A final **(Group)** manuscript will be submitted in Folio (and ideally to the approved journal). A peer evaluation **(Individual)** will be completed by each member of the publication team. Student peers will be allocated 5 points per peer group member to be awarded based upon each individual's contribution to the manuscript development.

Week 16: (4/27) Final Week of Class **N/G**

There are no additional assignments due this final week of class. The week is to be used to assure that all course-related assignments have been successfully completed and submitted in folio.

Total **100 points**

The following scale will be utilized in grading:

90 - 100 points	A
80 - 89 points	B
70 - 79 points	C
60 - 69 points	D
< 59 points	F

Assignments will be graded and returned promptly so that students may accurately calculate their grades throughout the semester.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance at each class meeting is required. Class attendance is taken at

each meeting.

Academic Misconduct

As a student registered at this university, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- Directly quoting the words of others without using quotation marks or indented format to identify them.
- Using published or unpublished sources of information without identifying them.
- Paraphrasing material or ideas without identifying the source.
- Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will

normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor. NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Discipline Coordinator. It is the responsibility of the Discipline Coordinator to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Discipline Coordinator bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Academic Handbook

Students are expected to abide by the Academic Handbook, located at

<http://admissions.georgiasouthern.edu/pdf/orientation/documents/Eagle%20Eye/EagleEye.pdf>

Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action. University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: <http://students.georgiasouthern.edu/registrar/resources/calendars>

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

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.