

Spring 2018

# PHLD 9333-01P (14242) – Health Organizations Strategic and Contingency Planning

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

PHLD 9333-01P (14242) – Health Organizations Strategic and Contingency Planning  
Spring 2018

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<b><u>E-Mail Address:</u></b>	ytarasenko@georgiasouthern.edu
<b><u>Office Hours:</u></b>	E-mail to set an appointment
<b><u>In-Class Meetings:</u></b>	1:00 pm – 4:00 pm on Fridays: January 19 <sup>th</sup> , February 16 <sup>th</sup> , March 23 <sup>rd</sup> , April 13 <sup>th</sup> in Hendricks Hall – Classroom 3001

**Course Prerequisite**

Enrollment into the DrPH Leadership Program or permission of the instructor

**Catalog Description:**

Strategic planning can be defined as “a deliberative, disciplined approach to producing fundamental decisions and actions that shape and guide what an organization (or other entity) is, what it does, and why.” (John M. Bryson, Strategic Planning) This course will examine the concepts, processes, and integration of management information systems, financial, human resource, and marketing plans into an organizational strategic planning system with emphasis on contingency planning as a major context and application. (GSU Graduate Catalog)

**Required Texts:**

Strategic Management in Nonprofit Organizations  
Brown, William A. (2015)

Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement, 4th Edition  
John M. Bryson (University of Minnesota)

*Note:* there will also be supplemental materials posted online or distributed in class. For example, Creating your strategic plan: A workbook for public and nonprofit organizations, 3<sup>rd</sup> Edition John M. Bryson.

## **DrPH Public Health Leadership Concentration Competencies:**

Upon graduation, a student with a Dr.P.H. should be able to:

1. Evaluate the main components and issues of the organization, financing and delivery of public health systems in the U.S.
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, quality improvement, and evaluation process for improving the health status of populations.
5. Evaluate the principles of program development and evaluation as they relate 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, quality improvement, and marketing in public health practice.
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 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, resources 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 U.S.
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 used in 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 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 plan, budget and implementation steps.

### **Course Objectives (Linked to the Concentration Competencies):**

At the conclusion of satisfactory participation in this course, the student will be able to accomplish the following.

1. Discuss and explain the foundations of strategic management and planning. (Competencies 1, 3, 5, 9, 11, 12, 24)
2. Discuss and explain how strategic management perspectives and theories within organizational structures contribute to effective and efficient leadership and management of a health organization. (Competencies 7, 8, 11, 12, 15, 20, 23)
3. Describe the elements (e.g., vision, mission, goals and objectives), sequence and information requirements of strategic planning as a process of effective leadership and management. (Competencies 7, 9, 25)
4. Synthesize and evaluate the foundational reasons for elements of planning, and apply the process of strategic and contingency planning to various health organization scenarios. (Competencies 3, 4, 7, 9, 16, 25)
5. Describe the importance and uses of contingency plans. (Competencies 22, 23, 25)
6. Lead public health and other health professionals in the use of public health planning and practice, including internal and external assessment of an organization, explaining strengths, weaknesses, opportunities and threats, financial performance, human resource allocation, and an environmental assessment. (Competencies: 7 – 9, 11, 12, 18, 20, 21, 23-25)
7. Interpret and apply research toward the solution of public health planning issues. (Competencies: 11, 15, 16, 19)

*“In this culture, objective facts are regarded as pure, while subjective feelings are suspect and sullied. We turn every question we face into an objective problem to be solved and we believe that for every objective problem there is some sort of technical fix. That is why we train doctors to repair the body but not to honor the spirit; clergy to be CEOs but not spiritual guides; teachers to master techniques but not to engage their students’ souls.” (Parker J. Palmer, The Courage to Teach)*

**Overview of the Content to be Covered during the Semester:**

Date	Topic	Readings	Assignments
08 January	Course Orientation/Introductions.	Please see the “welcome” message posted online. Systems thinking in health services.	Response to my “welcome” message is <b>DUE by 11:59 pm on January 10<sup>th</sup></b> (see instructions for the Discussion board)
12 January	Overview of strategic and contingency planning (e.g., history and definitions)	Bryson, J. (1988). A strategic planning process for public and non-profit organizations. <i>Long Range Planning</i> , 21(1), 73-81. Hoskisson, R., Hitt, M., Wan, W., Yiu, D. (1999). Theory and research in strategic management: swing of a pendulum. <i>Journal of Management</i> , 25(3), 417-456. McCaskey, M. (1947). A contingency approach to planning: planning with goals and planning without goals. <i>Academy of Management Journal</i> , 17(2), 281–291. Drazin, R., Van de Ven, A. (1985). Alternative forms of fit in contingency theory. <i>Administrative Science Quarterly</i> , 30(4), 514-539.	Posted readings (including the lecture slides) and Assignment 1 on Module 1 Discussion Board.
19 January	<b>In-class meeting:</b> Course Orientation. Overview of a Service Learning Project for “Space to Thrive”  Graded Review of Assigned Readings.  Understanding the Dynamics of Strategic Planning  Guest Lecture: Community Partner (Ms. Jill Johns)	Chapters 1 & 2 in Bryson and Brown & Resource B in Bryson.  <u>Supplemental:</u> Nag, R., Hambrick, D., Chen, M. J. (2006). What is strategic management really? Inductive derivation of a consensus definition of the field. <i>Submission to the Strategic Management Journal</i> . Rumelt, R., Schendel, D., Teece, D., (1991). Strategic management and economics. <i>Strategic Management Journal</i> , 12, 5-29.	Syllabus review; posted readings (including the lecture slides): come to class prepared to discuss for a grade! Assignment 1 on Module 1 Discussion Board is DUE.  Start working on Assignment 2 and post results on Module 2 Discussion Board by 1:00 pm on Friday, January 26th.

26 January	Initiating and Agreeing on a Strategic Planning Process; Getting Started with Strategic Planning	Chapters 3 & 12 in Bryson.  <u>Supplementary:</u> Delery, J., Doty, D. (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions. <i>Academy of Management Journal</i> , 39(4), 802-835.	Assignment 2 is DUE.  Readings. Start working on Assignment 3 due by 1:00 pm on Friday, February 2 <sup>nd</sup> .
2 February	Clarifying Organizational Mandates and Mission.	Chapters 4 in Bryson and 2 in Brown (portion on Mission, Vision, and Values)  <u>Supplementary:</u> Delery, J., Doty, D. (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions. <i>Academy of Management Journal</i> , 39(4), 802-835.	Assignment 3 is DUE.  Start working on Assignment 4 due by 1:00 pm on Friday, February 9 <sup>th</sup> .
9 February	Establishing an Effective Organizational Vision for the Future.	Chapters 8 in Bryson	Assignment 4 is DUE.  Start working on Assignment 5 due by 1:00 pm on Friday, February 16 <sup>th</sup> .
16 February	<b>In-class meeting:</b> Presentation and discussion	Review all your readings thus far.	Your reports or presentations of Assignments 2-5 are DUE. Start working on Assignment 6 due by 1:00 pm on Friday, February 23 <sup>rd</sup> .

23 February	Assessing the Environment to	Chapters 5 in Bryson and 3-4 in Brown	Assignment 6 is DUE. Start working on Assignment 7 due by 1:00 pm on Friday, March 2 <sup>nd</sup> .
2 March	Identify Strategic Issues Facing the Organization; Formulating and Adopting Strategies and Plans to Manage the Issues.	Chapters 6 & 7 in Bryson and 5 in Brown  <u>Supplementary:</u> Litwin, A. (2011). Technological change at work: The impact of employee involvement on the effectiveness of health information technology. <i>Industrial and Labor Relations Review</i> , 64(5), 863-888.	Assignment 7 is DUE.  Start working on Assignment 8 due by 1:00 pm on Friday, March 16 <sup>th</sup> .
9 March	Strategic Issues (continues)	Chapters 6 -11 in Brown	Continue working on Assignment 8.
9 March	Spring Break		
16 March	Reassessing and Revising Strategies and Plans.	Chapter 10 in Bryson	Assignment 8 is DUE.  Start working on Assignment 9 due by 1:00 pm on Friday, March 30 <sup>th</sup> .
<b>23 March</b>	<b>In-class meeting:</b> Presentation and discussion of sub-projects created thus far (Environmental Scanning, Benchmark Analysis, and Logic Model).	Review all your readings thus far.	Your reports or presentation of Assignments 6-8 are DUE.  Start working on Assignment 9 due by 1:00 pm on Friday, March 30 <sup>th</sup> .
30 March	Implementing Strategies and Plans Successfully		Assignment 9 is DUE.  Start working on Assignment 10 due by 1:00 pm on Friday, April 6 <sup>th</sup> .
6 April	Leadership Roles in Making Strategic Planning Work.	Chapters 11 in Bryson and 12 in Brown <u>Supplementary:</u>	Assignment 10 is DUE.

		Kutschera, I., Ryan, M. (2009). <i>Implications of Intuition for Strategic Thinking: Practical Recommendations for Gut Thinkers</i> . SAM Advanced Management Journal, 12-20	Start working on Assignment 11 due by 1:00 pm on Friday, April 13 <sup>th</sup> .
13 April	<b>In-class meeting:</b> Project Presentations to the Community Partner.	Review posted readings. Review the Guidelines for Service Learning Projects Competition and format your presentations accordingly.	Assignment 11 is DUE. Your project presentations are <b>DUE</b> . Don't forget <b>the drafts are DUE by 11:59 pm on Monday, April 16<sup>th</sup></b> .
20 April	Wrap-up/Review	Review all course materials.	Incorporate feedback from our community partner, your colleagues and instructor. Finish up your written submission and service learning presentations.
27 April	Final Projects Submission	Review the guidelines for final submission.	Incorporate feedback based on your presentations into final submissions, finish them up and submit for a final evaluation. See Folio for DUE time & date.

**Instructional Methods:**

This doctoral course is offered in a hybrid format: it will meet 4 times during the semester (please see aforementioned times), while the rest of the course will be delivered online using the Folio system. Homework assignments, in-class presentation, and final written submission constitute the basis of student evaluation. They should help accomplish objectives 1-7 of this course. Students are expected to make use of instructor's available hours and in-class meetings to discuss concepts or difficulties they may have.

## **Grading:**

Your final course grade will be assigned according to the following.

A (100% – 90%); B (89% – 80%); C (79% – 70%); D (60% – 69%); F (0% – 59%).

Course grades will be based upon evaluation of the following activities:

Assignments	50 points each (or 550 points for 11 assignments total)
Three in-class presentations	100 each (or 300 points for 3 presentations)
<u>Final service-learning project</u>	<u>150</u>
Total	100%

## **Assignments**

This course is structured around a service learning project which entails helping Space to Thrive to develop several components of its strategic plan (e.g., mission, vision, organizational structure, and environmental scan). At the beginning of the course, you will be introduced to Ms. Jill Johns and Space to Thrive. Throughout the course, you will work on weekly assignments, each of them will provide you with a hands-on experience in strategic and contingency planning and management. You will complete these assignments in groups of 3-4 students in close communication with the course instructor and Ms. Jill Johns. Your final submission is a compilation of all assignments, on which you have been working throughout the course. The best projects will be submitted for a GSU competition of service-learning projects and may be posted online.

## **Presentations**

There will be a continuous communication cycle: you will submit assignments, receive feedback, incorporate it, and then have an opportunity to present and discuss your work once again during an in-class presentation attended by your colleagues, instructor, and our community partner.

Please refer to instructions for each assignment in Folio for more details, including due dates and submission venues.

All students will be evaluated by the quantity and quality of their participation in group work and overall success of the service learning project.

## **Late submissions:**

Late assignments are penalized at 15% (out of total grade for the assignment) for each day late. The maximum penalty is 3 days late; after that, your assignment will not be graded and counted as “0” points. Feedback provision for late submissions is at the instructor’s discretion.

## **Instructor Expectations**

1. I expect you to attend every one of the four class sessions. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions, as well as your evaluation of in-class discussion. If you cannot present your work, you will receive “0” points unless there is sufficient evidence demonstrating your

significant contribution as determined by your course instructor and fellow groups members.

2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
4. I expect you to submit written assignments using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The University Writing Center is available to anyone who may need assistance (<http://class.georgiasouthern.edu/writingc/>). Grammar, syntax, and spelling will account for **at least 30%** of the grade for each assignment.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect (and encourage) you to share the responsibility for making this course an enjoyable and beneficial learning experience.
7. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
8. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

### **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.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal (and no other) use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

### **The Fine Print:**

"According to the Academic Dishonesty Policy of GSU, Plagiarism 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 published or unpublished sources of information without identifying them.
- C. Paraphrasing material 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 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.
- bathe 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 Department Chair. It is the responsibility of the Department Chair 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 Department Chair 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://www.usg.edu/academic\\_affairs\\_handbook/](http://www.usg.edu/academic_affairs_handbook/). 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://calendar.georgiasouthern.edu/>

**Attendance Policy:**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period.

**One Final Note:**

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 students 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.

**Accommodations**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Student Disability Resource Center (<http://students.georgiasouthern.edu/disability/>). If you have not already done so, please register with the Student Disability Resource Center for coordination of campus disability services available to students with disabilities.