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PHLD 9630 Public Health Doctoral Seminar

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
PHLD 9630
Public Health Doctoral Seminar
3 Credit Hours

Spring 2018

<u>Instructor:</u>	Bill Mase, Dr.PH, MPH, MA
<u>Office:</u>	Hendricks Hall, Room 2039
<u>Phone:</u>	(912) 478-6984
<u>E-Mail Address:</u>	wmase@georgiasouthern.edu
<u>Office Hours:</u>	Thursday 11:00 AM – 1:30 PM
<u>Teaching Assistant:</u>	Ted Mulherin, tm04922@georgiasouthern.edu
<u>Class Meets:</u>	Friday 9:00 a.m. – Noon (1/12, 2/9, 3/9, 4/6)
<u>Location:</u>	On-campus

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

This course is designed to give doctoral candidates the opportunity to determine and refine their dissertation research topics including identifying potential dissertation committee members particularly the chair.

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 his/her dissertation.

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 progress toward dissertation completion and provide feedback to your peers on their dissertation progress. 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. Note: 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

Date	Assignment	Point Value
Week 1 1/12	The tentative title of your dissertation/research & names of your intended committee members (Credit for this assignment as based upon submission of the official signature form and can be located in Folio, due April 6, 2018) In-class Engagement Exercise	See Week 13 (Folio Assignment) 5 points
Week 2 1/19	Identify and contact intended dissertation chairperson (document this as appropriate) One-page literature review plan CITI Certificate (Not Graded)	5 points (Upload in Folio) 5 points (Upload in Folio) N/G
Week 3 1/26	Outline (1-2 pages) Chapter 1 Introduction <ul style="list-style-type: none"> • Background • Purpose of the Study • Statement of the Problem 	5 points (Upload in Folio)
Week 4 2/2	PowerPoint Based on Literature Review & Chapter 1 Introduction <ul style="list-style-type: none"> • Background/ Brief Literature Summary • Purpose of the Study • Statement of the Problem 	5 points (Upload in Folio)
Week 5 2/9	Class Meeting <ul style="list-style-type: none"> • Present PowerPoint in class 	10 points
Week 6 2/16	Chapter 2 Review of Literature Outline (1-2 pages)	5 points (Upload in Folio)
Week 7 2/23	Chapter 2 Review of the Literature PowerPoint Presentation	5 points (Upload in Folio)
Week 8 3/2	IRB process, documentation, and preliminary submission	5 points (Upload in Folio)

Week 9 3/9	Class Meeting <ul style="list-style-type: none"> • Present Chapter 2 PowerPoint in class • IRB In class work 	10 points
Week 10 3/16	Spring Break	
Week 11 3/23	Methodology Worksheet (To be developed) <ul style="list-style-type: none"> • Data collection/abstraction and sampling • Intended outcome measures • Intended data analysis plan 	5 points (Upload in Folio)
Week 12 3/30	PowerPoint Methodology <ul style="list-style-type: none"> • Data collection/abstraction and sampling • Intended outcome measures • Intended data analysis plan • Expectations for results 	5 points (Upload in Folio)
Week 13 4/6	In-class Presentation & Focus on Methodology JPHCOPH Dissertation Committee Form signed IRB Planning	10 points 5 points (Upload in Folio)
Week 14 4/13	Full draft of Dissertation IRB protocol submission	5 points (Upload in Folio)
Week 15 4/20	Submission of IRB (Folio submit Conformation from Office of Research and Sponsored Programs confirmation)	5 points (Upload in Folio)
Week 16 4/27	Dissertation readiness self assessment	5 points
	There is no final exam as the final presentation replaces the exam	100 Points (Total Course)

Grading

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 expected. Class attendance will be taken at each class 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.