Fall 2019

PUBH 6534: Health Policy and Management

Bettye A. Apenteng
Georgia Southern University, Jiann-Ping Hsu College of Public Health, bapenteng@georgiasouthern.edu

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 6534: Health Policy and Management
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Instructor:	**Bettye Apenteng, Ph.D.**
Office:	Hendricks Hall 2010
Phone:	(912) 478-2416
E-Mail Address:	bapenteng@georgiasouthern.edu
Office Hours:	Monday & Wednesday, 12:30 to 3:30 pm
	Other times by appointment
Class Meets:	MW 10:10 – 11:25 AM, Hendricks Building 3001

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Course Catalog available at:
http://em.georgiasouthern.edu/registrar/resources/catalogs/
under Jiann-Ping Hsu College of Public Health Programs

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Prerequisites: None

FOLIO Access: https://my.georgiasouthern.edu/portal/portal.php

Access to course materials are available for up to one year after graduation.

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.

Required Textbook:
Health Policymaking in the United States, 6th Edition, by Beaufort Longest. Publisher: Health Administration Press. 2016

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

MPH Core Student Learning Outcomes
Profession & Science of Public Health
1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health

4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

CEPH MPH Competencies

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
7. Assess population needs, assets, and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership
16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
21. Perform effectively on interprofessional teams

Systems Thinking
22. Apply systems thinking tools to a public health issue

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

1. Define the main components and issues of the organization, financing, and delivery of public health systems in the US. (CEPH MPH Competency #5)

2. Describe the legal principles, values, and ethical dilemmas in public health. (CEPH MPH Competency #12)

3. Describe health policymaking process, including policy formulation, implementation, modification, and evaluation (CEPH MPH Competency #12, 14, 15)

4. Describe the principles of performance and evidence-based management as related to public health initiatives. (CEPH MPH Competency #7, 10)

5. Define principles of strategic planning and marketing to public health. (CEPH MPH Competency #16)

6. Define how "systems thinking" can contribute to the solving public health organizational problems. (CEPH MPH Competency #22)

7. Demonstrate leadership skills for building partnerships in public health. (CEPH MPH Competency #13, 16)

8. Define principal concepts and the core functions of public health and how these concepts and functions interact and made operational at different governmental and non- governmental levels. (CEPH MPH Competency #5)

9. Demonstrate an understanding of core concepts related to healthcare quality and safety and their impact on cost and delivery of services. (CEPH MPH Competency #5)

10. Describe the strategies for effective constituency-building and effective communication with internal and external constituents. (CEPH MPH Competency #13, 18,19, 20)

Assessment of Student Learning

- **Quizzes:** Students will also complete two content quizzes. Content quizzes will assess whether the student completed all the assigned readings for that week. There **will be no make-up quizzes** if a student fails to complete a quiz.

- **Health Policy in the News:** Over the semester, students are to share and discuss, on Folio, at least two health policy issues that emerge in the news. In addition, they are to respond to at least one health policy news posted by another colleague. Students may not repost news someone has already shared. Discussions of news articles must be tie in concepts discussed in the course. You have until November 25th 2019 to complete this assignment.

- **Assignments:** Students will complete four writing assignments. Instructions for each assignment as well as grading rubric will be provided in Folio.

- **Policy Brief**. Students will complete a **policy brief**. Topics will be chosen by the student with instructor approval. The brief must **be no more than two pages, single-spaced, and include at least five peer-reviewed reference citations**. Full instructions and guidance on content and format will be provided in Folio.

- **Examinations:** There will be three examination (2 exams and a final) over the semester, each with emphasis on content covered after the preceding exam. The exams differ from quizzes in that they are more comprehensive. Each quiz will focus on a specific module, whereas the exam may cover multiple modules.

- **Group Assignment:** Students will be assigned into groups to review and critique an existing or proposed health policy.Groups will write a report as well as present a summary of their work. Additional instructions will be provided in class.

- **Class Participation:** Students are also encouraged to interact and engage in discussions on course content with the instructor and peers as well as take part in in-class activities. Class participation will be evaluated based on the quality and frequency of such interactions.

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Overview of the content to be covered the semester:

Week	Dates	Topic	Course Objective Covered	Readings & Activities	Assessment
-PART ONE					
1	8/19 – 8/21	Course Orientation Introduction to Health and Health Policy	1,6,8	Folio Module 1	
2	8/26 – 8/28	Fundamentals of US Health System	1,6,8	Folio Module 1B	
		Overview of the Affordable Care Act and Current State of Health reform	1	Folio Module 2A	
3	9/2– 9/4	LABOR DAY		NO CLASS	
		The Context and Process of Health Policymaking		Folio Module 2B	**Quiz # 1** on the fundamentals of the US health system
4	9/9 – 9/11	Policy Formulation	3	Folio Module 3	**Quiz#2** on the ACA Policy Paper Topic Selected
					Assignment#1 Background and Significance of Policy Issue
5	9/16 – 9/18	Policy Implementation	3	Folio Module 4	
					Assignment#2 Description of Existing Policies to Address Selected Policy Issue
6	9/23 – 9/25	Policy Modification and Evaluation	1,3,6,8	Folio Module 5	
					Assignment #3 Critique of Existing Policies to Address Selected Policy Issue and Recommendations for Modification
-PART TWO					
7	9/30– 10/02	Review and Exam Week	1,3,6,8	NO MODULE	**Exam 1**
		Public Health Management Overview	8	Folio Module 6	

Week	Dates	Topic	Course Objective Covered	Readings & Activities	Assessment
8 Online	10/07–10/09	Public Health Financial Management	4,8	Folio Module 7	
9 Online	10/14 – 10/16	Public Health Law and Ethics	2, 4,7	Folio Module 8	In class Ethical Analysis Activity
		Leadership and Strategic Planning		Folio Module 9	**Assignment #4** on strategic planning process
10 Online	10/21 – 10/23	Public Health Human Resource Management	4	Folio Module 10	Policy Brief Draft (Combination of Assignment 1-3) Due for Review
		Public Health Performance and Evidence-Based Management		Folio Module 11	
11 Online	10/28 – 10/30	Review and Exam Week	2,4,7,8	NO MODULE	**Exam 2**
		Public Health Marketing, Communication	5,10	Folio Module 12	
12 Online	11/4 – 11/6	GROUP WORK		NO MODULE	
		GROUP WORK			
13 Online	11/11–11/13	Communication & Constituency Building in Public Health	5,10	Folio Module 13	**Policy Briefs Due**
		Health Quality and Safety	9	Folio Module 14	
14 Online	11/18 – 11/20	Public Health Systems Research and the Future of Public Health	8	Folio Module 15	
15 Online	11/25 – 11/27	THANKSGIVING BREAK		NO MODULE	
16 Online	12/2 – 12/4	GROUP PRESENTATIONS		NO MODULE	Reflection
17 Online	12/9 – 12/11	FINALS WEEK	1-10	NO MODULE	**FINAL Wed 12/11/19**

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.

Instructional Methods

Course will include a combination of lecture, online class discussion, and active participation. Computer-generated presentations will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended readings and actively participate in online class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience. 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.

Grading

Class Participation/In-class activities	15%
Health Policy in the News	5%
Quizzes	5%
Assignments	10%
Exams (x 2; 30% each)	30%
Final Exam	15%
Policy Brief	10%
Group Assignment	10%
TOTAL	**100%**

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!**

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three-credit hour course, during a regular fifteen-week semester, you should expect approximately ninety hours of work outside of class.

2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.

3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.

4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal workweek (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

• Email: within 48 hours
• Discussion posts: within 72 hours
• Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. 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 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 is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored

performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least ten days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

<u>Academic Misconduct</u>

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*, 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.

<u>Plagiarism</u>

According to the Academic Dishonesty Policy of Georgia Southern University, 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 <u>(from receiving a 0 on the assignment to receiving a failing grade in the class).</u>

      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 Department Chair. It is the responsibility of the 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."

Disability-related Accommodations
Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall, and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center, and the phone number is (912) 344-2572.

University Calendar for the Semester
The University Calendar is located with the semester schedule and can be found at
http://em.georgiasouthern.edu/registrar/resources/calendars/

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 to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made to complete the requirements of the course successfully. This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class, but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE
The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY
The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)	Student Signature	Date