

PBHL 5330**Health Policy, Administration & Management****Credit Hours: 3**

Semester: Spring **Year:** 2022
Class Day/Time: Wednesdays, 6-9 pm **Class Location:** Online**Instructor of Record:** Jessica Escareno Assistant Professor
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Office Hours: By appointment

Course Description: The course provides a comprehensive introduction and overview to health policy, administration and management with specific emphasis on public health and healthcare organizations that deliver care. An additional focus is on rural communities within the context of health 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. Emerging areas of public health policy and management are also discussed as contexts to apply practical knowledge, tools, and strategies.

Student Learning Outcomes (SLO or “course objective”):

1. Define the main components and issues of the organization, financing, and delivery of public health systems in the U.S and demonstrate an understanding of core concepts related to healthcare quality and safety and their impact on cost and delivery of services. (Program Learning Objective [PLO] Links 1, 2, 6)
2. Describe legal principles, values, and ethical dilemmas in public health and health policy formulation, implementation, modification, and assessment. (PLO Links 2, 4)
3. Describe the principles of performance and evidence-based management as related to public health initiatives. (PLO Links 5, 6)
4. Define principles of strategic planning and marketing and describe how "systems thinking" can contribute to solving public health organizational problems. (PLO Links 3, 6)
5. Define principle concepts and core functions of public health and how these concepts and functions interact and are made operational at different governmental and nongovernmental levels. (PLO Links 1, 2)

Course Assessment/Methods of Evaluation:

Readings & Assignments: Textbook reading assignments are indicated in the course schedule. Additional assignments specific to each lecture will be posted. Please follow the instructions for assignment completion posted within each module. You are responsible for any additional materials provided, so please check with your instructor regularly.

Exams. A total of two exams will be administered. Exam format will be closed book, closed notes and up to two hours in duration. Each exam will be worth 10% of the final grade. Exams may be any combination of true/false, multiple choice, short answer and essay questions. (PLO Links 1, 2, 6)

Assignments – 10%

There will be a total of 5 assignments during this semester. Each will be worth 2% for a total of 10% of the overall grade. The assignments will consist of 1 quiz and 4 discussion boards. Students will be required to post one well-thought-out original response to the posted question and will also be required to read and respond to at least one other classmate's original response. "I agree" is not a sufficient response to another student's post. Each original response must include one outside source and may not include sources such as newspapers, magazines, or television. You should use a peer-reviewed journal article or a non-partisan organization website which should never be a dot com address but rather a dot org., gov., or edu.

Policy Brief Paper - 30%

Student should develop a Policy Brief (limited to 10 double spaced pages maximum including charts, graphs, etc.) describing a health or health-related issue that could be addressed through policy actions. It is recommended that students sign up with a Health Policy list-serv in order to become familiar with current health policy issues. A list of sites is provided below. There is not one standard format for writing a Policy Brief but guidelines on what should be included in a Policy Brief are fairly standard. Some guidelines on developing a Policy Brief can be found at: <http://www.fao.org/docrep/014/i2195e/i2195e03.pdf>
https://www.courses.psu.edu/hpa/hpa301_fre1/IBInstructions_fa02.PDF

(PLO 1, 3, 5, 6)

Policy Brief examples can also be found at this site
<http://www.rwjf.org/en/search-results.html?u=&k=policy+Briefs>

SUPPLEMENTARY COURSE RESOURCES

Health Policy List-servs.

Below are links to a sample of health policy websites. Students should periodically access to read content or sign up to at least one to receive periodic e-mails regarding current health policy issues. Some of the sites send weekly e-mails, so, be careful about the number of sites that you select. <http://www.statehealthfacts.org>

<http://profile.kff.org/profile/>

<http://www.cbpp.org>

<http://www.rand.org>

<http://www.rwjf.org>

<http://www.nhpf.org>

<http://www.urban.org>

<http://www.ncpanet.org/>

<http://www.academyhealth.org>

<http://www.cmwf.org>

<http://www.commonwealthfoundation.org/research/>

<http://www.brookings.edu/>

Presentation and Writing Assignment – 40%

A presentation and writing assignment, worth 40% of the total grade combined, will also be required. (This assignment may be an individual or group paper depending on the number of students in class). Students are required to attend (in person or virtually) a local or state governmental body public meeting such as school board, city council, commissioners court, public health district, legislative hearing, etc. Students are to identify a health policy issue that is discussed during that meeting. (The impact on health may be either direct or indirect). Students will research that policy/issue and provide an overview on the history, implementation and impact of said policy. Students will propose changes to that policy/law/regulation that may improve public health. In addition to the written part of the assignment students will present using a simulated testimony at a public meeting on the issue. Students should be prepared to take questions from the class and the instructor(s). Individual students will have 10 -15 minutes to present in addition to the 2-3 minutes of Q and A. Groups will have a total of 30 minutes with 5-6 minutes of Q and A.

An accompanying paper (to submit for grade) should be 7 - 10 pages with at least 5 additional references (in addition to textbook or course supplemental readings – see note regarding outside sources under discussion board) and include all the elements from the associated assignment file/document. Note: although this may be a group project, each student will be graded individually. (PLO Links 1, 3, 4, 5, 6)

In-Class Participation: Class participation is an integral part of the learning process. This course requires 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 healthcare news. Thoughtful participation is important and will be considered for the final grade calculation.

Late Assignments:

Late assignments will be accepted but deductions will be reflected in the grade. For each day the assignment is late, 5% will be deducted from the total score. The instructor has the discretion to alter this policy in the event of an emergency or illness if the student notifies the instructor in a timely manner. In this event, documentation may be required. If grading as begun and the student has not submitted the assignment, they will automatically receive the grade of a 0 if not discussed previously with the professor.

Grading

Assignment	Percentage
Exam 1	10%
Exam 2	10%
Policy Brief	30%
Assignments (5 at 2%)	10%
Presentation & Writing Assignment	40%
Total	100%

Grading Scale:

90-100%	=	A
80-89.99%	=	B
70-79.99%	=	C
69.99-0%	=	F

Linked Program Learning Outcomes:

The student learning outcomes listed above address the following MPH Program PLOs:

- PLO1 - The student will demonstrate mastery in each of the five core knowledge areas in public health: Biostatistics, Epidemiology, Social & Behavioral Sciences, Health Policy and Management, and Environmental Health Sciences.
- PLO2 - The student will demonstrate proficiency in the four core functions of public health, as well as be able to explain the principles and interrelatedness of the ten essential public health services.
- PLO3 - The student will demonstrate proficiency in using multiple informational resources to gather, analyze, apply and report solutions to public health problems with a special emphasis on rural community health.
- PLO4 - The student will demonstrate proficiency in English communication in both oral (public speaking) and written forms as they pertain to conveying key concepts in public health.
- PLO5 - The student will demonstrate proficiency in using computers and other forms of digital technology and media as they pertain to research, office management and public health issues.
- PLO6 - The student will demonstrate independent and critical thinking skills

Textbooks:

Novick & Morrow's Public Health Administration: Principles for Population-Based Management
Fourth Edition
Leiyu Shi, DrPH, MBA, MPA; James A. Johnson, PhD, MPA, MSc
ISBN: 9781284195507

Other Class Policies:**Attendance:**

Regular and punctual attendance is expected. If a student misses a class or lab, the student is responsible for obtaining any information distributed during those times. Make-ups are possible only under certain instances (labs cannot be made up). Arrangements for any make-ups and/or missed labs should be discussed directly with the instructor for that day's class.

Participation:

In-Class Participation: Class participation is an integral part of the learning process. This course requires 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 healthcare news. Thoughtful participation is important and will be considered for the final grade calculation.

Academic Honesty:

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Cheating

Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism

Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity 05.00. Examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit.

Adding/Dropping:

The official deadline for adding and dropping courses is as published in the academic calendar and Graduate Bulletin (typically the day before Census Day). However, students are strongly encouraged to meet with their graduate advisor or the Program Coordinator prior to adding/dropping courses. Movement into and out of classes after the 4th class day requires approval of the Program Director. Students can drop until mid-semester without a WP or WF. Drops after mid-semester require approval of the Dean. Each student is responsible for their own enrollment status with the university.

Disability Accommodations:

UTHSCT abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Student Services Office (located on the UT Tyler Campus). You may call 903-566-7079 for more information.

The instructor retains the right to modify this syllabus.