

September 16, 2008

**SYLLABUS**  
**CPH 574, Public Health Policy & Management**  
**FALL 2008**

**Time:** Tuesday, 4:00 – 6:50 pm

**Location:** Drachman Hall, Rm. A-114 through 9/16/08 / **Room A-120 beginning 9/23**

**Instructors:**

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**A. Course Description:**

Management processes/roles of public health professionals; health service organization; policy issues and resource utilization/control; human resources management; public health trends. Grading: Regular grades are awarded for this course: A B C D E. May be repeated for credit 1 time (maximum 2 enrollments).

**B. Course Prerequisites:** None

**C. Course Learning Objectives**

**Week**

**Topic: The public health system and the legal basis for public health**

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| 1. Explain the origins of public health  | 9/2 |
| 2. Define public health, its core functions, and essential services                  | 9/2 |
| 3. Identify federal, State, county public health agencies and functions              | 9/2 |
| 4. Explain the laws governing public health at the federal and State levels          | 9/2 |
| 5. Describe the role of public health law in the 10 great public health achievements | 9/2 |

**Topic: Policy and public health**

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| 6. Discuss the relationship between culture, social norms, and policy.                          | 9/9 |
| 7. Discuss how policy can create and solve public health problems.                              | 9/9 |
| 8. List the mechanisms by which public policy is made.  | 9/9 |
| 9. Differentiate between upstream and downstream public health interventions                    | 9/9 |
| 10. Discuss the limits of public health science and how it is used in the policy-making process | 9/9 |

**Topic: Ethics in public health**

11. Utilize an ethical framework for evaluating public health interventions, regulations, and programs 9/16
12. Delineate steps that can be taken to protect communities in health research from exploitation 9/16
13. Discuss how “social justice” sheds light on major public health controversies and how it can help inform public health policy 9/16

**Topic: U.S. health care system: policy issues**

14. Describe the components of the US health care system that are private, government owned and operated, and government-based insurance systems 9/23
15. Understand some of the statistics describing the current state of the US health care 9/23
16. Identify problems with the current system 9/23
17. Discuss the pros and cons of incremental versus comprehensive reform 9/23
18. Identify some obstacles to health care reform 9/23
19. List some of the reform options being considered 9/23
20. Compare and contrast State health care reform efforts and discuss how these reforms might affect health care for the poor, uninsured and underinsured 9/23

**Topic: Other policy issues**

21. Describe some public health problems/policy issues 9/30
22. Identify potential responses to each issue 9/30
23. Identify sources of information about policy related to one of the issues 9/30
24. Identify the pros and cons of each solution related to one of the issues 9/30
25. Make a policy statement and provide a rationale for one of the issues 9/30
26. Write a policy statement for one of the issues 9/30

**Topic: Overview of management work, managing programs and people**

27. Define health, health programs and projects, and management 10/7
28. Describe the core and facilitative activities of a manager’s work 10/7
29. Identify the underlying skills and competencies of managers 10/7
30. Apply personal ethical standards to the management of programs and projects 10/7
31. Describe the relationship between the logic model and program planning 10/7
32. Detail the steps involved in effectiveness-based program planning 10/7
33. Discuss the elements of a program that are critical to measuring effectiveness 10/7
34. Develop a logic model 10/7

**Topic: Strategic planning**

35. Describe how to conduct internal and external situational analyses 10/14
36. Formulate and reformulate statements of desired outputs, outcomes, & impacts 10/14
37. Model the operational planning process 10/14
38. Understand how to assess and control performance and evaluate results 10/14
39. Describe why the use of theory is important in understanding social problems 10/14
40. Describe the theory behind program planning 10/14
41. Discuss past and present definitions and perspectives of the term *need* 10/14
42. Describe various approaches to measuring need 10/14
43. Discuss how to be sure the needs of target groups are incorporated into the assessment 10/14

**Topic: Community assessment**

44. Describe the dimensions of community assessment 10/21
45. Differentiate between needs and problems 10/21
46. Define the four types of needs 10/21
47. Outline the general components of a community assessment 10/21
48. Describe the sources of data for assessing community health issues 10/21
49. Compare and contrast key assessment tools developed for public health 10/21
50. Explain the relationship between community assessment and policy advocacy 10/21

**Topic: Program design**

- 51. Understand the key organizational design concepts 10/28
- 52. Distinguish between formal and informal aspects of organizational design 10/28
- 53. Discuss why programs should be conceptualized and designed around their underlying hypotheses 10/28
- 54. Describe the logical steps and processes involved in developing a program hypothesis 10/28
- 55. Explain how to ensure that services provided focus on the barriers identified in the program hypotheses 10/28
- 56. Describe the purposes and definitions of the program hypothesis, vision, mission, goals, objectives, and outcomes for a program and how they all relate to each other 10/28
- 57. Explain the systems model and the ways in which it provides a framework for program design 10/28
- 58. Discuss the relationship between data collection and evaluation 10/28
- 59. Describe how a data collection system can be designed to ensure that needed information will be provided to stakeholders 10/28

**Topic: Budgeting**

- 60. Explain the principal purposes of budgeting 11/4
- 61. Describe the major models of budgeting and the major types of budgeting systems 11/4
- 62. Detail how line item, a functional, and program budgeting systems are created 11/4
- 63. Describe the major programs in the Pima County Health Department budget and how they are funded 11/4
- 64. Discuss the implications of limited local tax support for public health programs 11/4

**Topic: Leading & managing**

- 65. Define leading and the relationships between influence and leading and interpersonal power and influence 11/18
- 66. Define motivation and describe the motivation process 11/18
- 67. Describe the main approaches of leadership studies in the past and present 11/18
- 68. Describe the questions you might ask yourself and the steps you might take to better manage yourself, and enhance your career and personal happiness 11/18
- 69. Describe the importance of emotional intelligence in leadership and how it relates to leadership styles 11/18

**Topic: Decision-making**

- 70. Define decision-making and some of the important characteristics of management decisions in programs and projects 11/25
- 71. Model the sequential steps in the decision-making process 11/25
- 72. Describe some popular quantitative models that support decision-making 11/25
- 73. Discuss the many management decisions that may be necessitated by budget cutbacks 11/25
- 74. Analyze a case study and propose management decisions based on a budget cutback 11/25

**Topic: Quality**

- 75. Define quality of health services and describe the two components of quality 12/2
- 76. Describe structural, process, and outcome measures of quality 12/2
- 77. Discuss the total quality management process and its important principles 12/2
- 78. Explain performance measurement, monitoring, and program evaluation and the different types of data needed to perform these functions 12/2
- 79. Differentiate program evaluation from performance measurement 12/2
- 80. Analyze a case study and make recommendations to improve quality in service delivery 12/2

**Topic: Internal and external communication**

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|---|------|
| 81. Define communicating and model the basic communicating process  | 12/9 |
| 82. Describe the contextual and personal barriers to communicating effectively and how to manage these barriers | 12/9 |
| 83. Explain how communication flows within programs and projects  | 12/9 |
| 84. Explain the importance of communication with external stakeholders  | 12/9 |
| 85. Define commercial marketing and describe its basic elements and uses  | 12/9 |
| 86. Define social marketing and understand its basic elements and uses  | 12/9 |
| 87. Explain the role of evaluation in marketing   | 12/9 |

**D. Required Texts/Readings:**

1. Designing and Managing Programs: An Effectiveness-Based Approach, Third Edition; Peter M. Kettner, Robert M. Moroney, Lawrence L. Martin; Sage Publications; ISBN-13: 9781412951951
2. Managing Health Programs and Projects (J-B Public Health/Health Services Text); Beaufort B., Jr. Longest; Jossey-Bass; 1<sup>st</sup> edition (July 8, 2004); ISBN-13: 978-0787971854

**Optional Text**

3. Public Health: What it is and how it works, Fourth Edition; Bernard J. Turnock; Jones & Bartlett Publishers; March 14, 2008; ISBN-13: 978-0763754440

**E. Course Requirements:**

We will be using a teaching strategy called **team-based learning**. Students will work in small groups for the entire semester. Each student is expected to arrive in class fully prepared for that day's session – i.e., having read all assigned materials including the group question or assignment, and having completed all “homework” assignments. At the beginning of many classes, students will hand in any required papers and individually take a brief, multiple choice quiz (Readiness Assessment Test, or RAT) on the week's readings. After completing the individual RAT, students will take the same test with their groups – giving them an opportunity to discuss the questions and benefit from the group interaction. Students will then break into groups for approximately 40-60 minutes to discuss the group question or assignment. The instructors will circulate among groups to listen and provide guidance. After the group sessions, there will be a class-wide discussion for about 30-45 minutes. Groups may be asked to briefly summarize their findings for the classmates and/or post their findings for their classmates to view. At the end of each class, students may be asked, individually or collectively, to briefly reflect on the day's activities.

**F. Grading/Student Evaluation:** ≥90% = A; ≥80% = B; ≥70% = C; ≥60% = D; <60% = E

With *team-based learning*, a student's final grade is based on his/her individual, team, and peer review grades. Individual and team grades will be awarded throughout the semester. Students who do not have at least a “B” average at mid-term will be individually contacted by an instructor. Peer review grades will be determined at the end of the semester, when team members use a standardized form to anonymously rate each other based on the following criteria – preparation, contribution, respect for others' ideas, and flexibility. The percentage contribution of each of the three categories to the final grade is shown below.

<u>Individual performance:</u>	
Individual RAT grades	40%
Individual papers	10%
<u>Team performance</u>	
Team RAT grades	25%
Team final exam	15%
<u>Peer Review</u>	
Team contribution	10%
<b>TOTAL</b>	<b>100%</b>

**G. Class Attendance/Participation:**

Attendance at every class is expected. One unexplained absence is permitted. If the absence is from a class in which individual and group Readiness Assessment Tests (RATs) were administered, the individual and group RAT numerators and denominators will be reduced by one. Prior permission is required for any subsequent absences. Students with an approved subsequent absence can expect to receive a makeup assignment. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

**H. Course Schedule:**

	Topic	Readings
8/26/08 Week 1	Course introduction	<ul style="list-style-type: none"> <li>Intro to CPH 574</li> <li>Week 2 Overview</li> </ul>
9/2/08 Week 2	The public health system and the legal basis for public health	<ul style="list-style-type: none"> <li>Week Overview</li> <li>Gostin I, Law as a Tool to Advance the Community's Health (5p)</li> <li>Gostin II, Public Health Powers and Limits (6p)</li> <li>The History of Public Health (9p)</li> <li>Goodman, Law and Public Health at CDC (5p)</li> <li>Rothstein, Rethinking the Meaning of Public Health (6p)</li> <li>Gostin et al, The Future of the Public's Health (12p)</li> </ul> <p>Team assignments for State public health infrastructure research</p> <p>Team 1 CA Team 2 CO Team 3 CT Team 4 MA Team 5 WA Team 6 KA</p>

	Topic	Readings
9/9/08 Week 3	Policy and public health	<ul style="list-style-type: none"> <li>• Week 4 Overview</li> <li>• Freudenberg, From Lifestyle to Social Determinants (2p)</li> <li>• Freudenberg, Corporate Public Health Advocacy (22p)</li> <li>• Mensah, Law as a Tool for Preventing Chronic Disease (8p)</li> <li>• Taubes, Do We Really Know What Makes Us Healthy? (14p)</li> <li>• Annas, Burden of Proof: Judging Science and Protecting Public Health (4p)</li> <li>• Rosenstock, Attacks on Science: The Risks to Evidence-Based Policy (5p)</li> <li>• Folz: Translating Research into Policy? (10p)</li> </ul> <p>Team Assignments for policy discussion</p> <p>Team 1 Physical activity  Team 2 Motor vehicle occupant injury  Team 3 Tobacco use  Team 4 Chronic disease  Team 5 Vaccines  Team 6 Food safety</p>
9/16/08 Week 4	Ethics in public health	<ul style="list-style-type: none"> <li>• Week 5 Overview</li> <li>• Gostin &amp; Powers – Social Justice (8p)</li> <li>• Gostin III, Public Health Regulation: A Systematic Evaluation (5p)</li> <li>• Bayer &amp; Fairchild: The Genesis of Public Health Ethics (21p)</li> <li>• Childress et al: Public Health Ethics: Mapping the Terrain (9p)</li> <li>• Gbadegesin &amp; Wendler: Protecting Communities in Health Research from Exploitation (6p)</li> <li>• Roberts &amp; Reich: Ethical Practices of Public Health (5p)</li> <li>• Case 7 (Johns Hopkins Bloomberg School of Public Health): Priority Setting &amp; the Global Burden of Disease</li> </ul>
9/23/08 Week 5	U.S. health care system: policy issues	<ul style="list-style-type: none"> <li>• Week 6 Overview</li> </ul> <p><u>State of the health care system</u></p> <ul style="list-style-type: none"> <li>• Why not the Best? Results from the Scorecard US Health System Performance, 2008, Executive Summary (8 p)</li> <li>• Goldman &amp; McGlynn, U.S. Health Care: Facts about Cost, Quality &amp; Access (p1-32)</li> <li>• Feder, Crowd-out and the Politics of Health Reform (4p)</li> </ul> <p><u>Costs</u></p> <ul style="list-style-type: none"> <li>• Gladwell: The Moral Hazard Myth (7 p)</li> </ul> <p><u>Reform</u></p> <ul style="list-style-type: none"> <li>• Fuchs: Health Care Reform: Why? What? When? (16 p)</li> <li>• Weil, How Far Can States Take Health Reform (12 p)</li> <li>• Smedley, Moving Beyond Access: Achieving Equity in State Health Care Reform (9 p)</li> </ul> <p><u>Quality</u></p> <ul style="list-style-type: none"> <li>• O’Kane, Crossroads in Quality (10 p)</li> </ul> <ul style="list-style-type: none"> <li>• <u>Team assignments for State health care reform research</u> <ul style="list-style-type: none"> <li>Team 1 CA</li> <li>Team 2 CO</li> <li>Team 3 CT</li> <li>Team 4</li> <li>Team 5 WA</li> <li>Team 6 KA</li> </ul> </li> </ul>

	Topic	Readings
9/30/08 Week 6	Other policy issues	<ul style="list-style-type: none"> <li>• Week 7 Overview</li> <li>• Kleinke: The Price of Progress: Prescription Drugs in the Health care Market (18p)</li> <li>• Studdert et al: Medical Malpractice (8p)</li> <li>• Bodenheimer: Primary Care – Will it Survive? (4p)</li> <li>• FDA Science and Mission at Risk – Exec Summary (p 1-8)</li> <li>• NCSL: Long Term Care (10p)</li> <li>• Hillestad: Can Electronic Medical Record Systems Transform Health Care? (15p)</li> <li>• <a href="http://www.apha.org/advocacy/policy/policysearch/">http://www.apha.org/advocacy/policy/policysearch/</a> to review policy statements</li> <li>• <u>Team Assignments for other policy issues</u> <ul style="list-style-type: none"> <li>Team 1 Drug pricing</li> <li>Team 2 Medical malpractice tort reform</li> <li>Team 3 FDA effectiveness</li> <li>Team 4 Long term care</li> <li>Team 5 Electronic medical records</li> <li>Team 6 Primary care</li> </ul> </li> </ul>
10/7/08 Week 7	Overview of management work: managing programs and people	<ul style="list-style-type: none"> <li>• Week 8 Overview</li> <li>• Longest, Chapter 1 (38p)</li> <li>• Kettner, Chapter 1 (21p)</li> <li>• Core Competencies for Managers at <a href="http://www.trainingfinder.org/competencies/list_levels.htm">http://www.trainingfinder.org/competencies/list_levels.htm</a></li> <li>• Boudreaux, Peter Drucker's Continuing Relevance for Electric Cooperatives (15p)</li> <li>• W.K. Kellogg Foundation Logic Model Development Guide; Introduction, Chapters 1-2 (26p)</li> </ul>
10/14/08 Week 8	Strategic planning <i>Practice Peer Review</i>	<ul style="list-style-type: none"> <li>• Week 9 Overview</li> <li>• Longest, Chapter 2 (35p)</li> <li>• Kettner, Chapters 2 -5 (66p)</li> <li>• 2V/ACT: Planning for Change and Determining Relevance (30p)</li> </ul>
10/21/08 Week 9	Community assessment	<ul style="list-style-type: none"> <li>• Week 10 Overview</li> </ul>
10/28/08 APHA Week 10	Program design	<ul style="list-style-type: none"> <li>• Week 11 Overview</li> <li>• Longest, Chapter 3 (35p)</li> <li>• Kettner, Chapters 6, 7, 8, &amp; 9 (106p)</li> <li>• W.K. Kellogg Foundation Logic Model Development Guide; Introduction, Chapter 3 (7p)</li> </ul>
11/4/08 Week 11	Budgeting	<ul style="list-style-type: none"> <li>• Week 12 Overview</li> <li>• Kettner, Chapters 10 &amp; 11 (42p)</li> <li>• Electronic Hallway: A Career Manager &amp; the Budget Process A&amp;B (44p)</li> <li>• Pima County Health &amp; Health Department 2007/2008 Budget (38p)</li> <li>• Pima County Health &amp; Health Department Glossary of Terms (15p)</li> </ul>
11/11/08	Veterans Day	<ul style="list-style-type: none"> <li>• No Class</li> </ul>

	Topic	Readings
11/18/08 Week 12	Leading & managing	<ul style="list-style-type: none"> <li>• Week 13 Overview</li> <li>• Longest, Chapter 4 (33 p)</li> <li>• Drucker, Managing Oneself (10 p)</li> <li>• Goleman, Leadership that Gets Results (15 p)</li> </ul>
11/25/08 Week 13	Decision-making	<ul style="list-style-type: none"> <li>• Week 14 Overview</li> <li>• Longest, Chapter 5 (38 p)</li> <li>• Straughan, Managing in Hard Times (38 p)</li> <li>• The Electronic Hallway: Budget Reorganization in the Urbanopolis Human Resources Department (23p)</li> </ul>
12/2/08 Week 14	Quality	<ul style="list-style-type: none"> <li>• Week 15 Overview</li> <li>• Longest, Chapter 7 (26p)</li> <li>• Kettner, Chapters 12 &amp; 13 (24p)</li> <li>• Electronic Hallway: The Overcrowded Clinic (9p)</li> </ul>
12/9/08 Week 15	Internal & external communication	<ul style="list-style-type: none"> <li>• Week 16 Overview</li> <li>• Longest, Chapter 6 (30p) Programs and Projects" (6p)</li> <li>• Longest, Chapter 8 (42p)</li> <li>• Electronic Hallway: Memo Writing (11p)</li> <li>• Ryan, Changing Coverage of Domestic Violence Murders (21p)</li> <li>• Wallack, Thinking like an Advocate (16p)</li> <li>• Wallack, Editorial Page Strategies (13p)</li> </ul>
12/16/08 Week 16	Final Exam	

- I. Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: <http://www.registrar.arizona.edu/emailpolicy.htm>
- J. Disability Accommodation:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: <http://catalog.arizona.edu/2008%2D09/policies/disability.htm>
- K. Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy can be found at: <http://dos.web.arizona.edu/uapolicies/scc5308abcd.html> and <http://dos.web.arizona.edu/uapolicies/cai1.html>.
- L. Classroom Behavior:** Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at <http://web.arizona.edu/~policy/disruptive.pdf> and the Policy on Threatening Behavior by Students found at <http://web.arizona.edu/~policy/threatening.pdf>
- M. Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first

attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the [Graduate College Grievance Policy](#) found at <http://grad.arizona.edu/catalog/policies/academic-policies/grievance-policy>

**N. Grade Appeal Policy:** <http://catalog.arizona.edu/2008%2D09/policies/gradappeal.htm>

**O. Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

**P. Telephone and Computer Use:** **If you bring your computer to class, be sure to only use it for class work.** If you bring your cell phone to class, turn it to silent or vibrate.

**Q. Plagiarism:** *What counts as plagiarism?*

- *Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.*
- *Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.*
- *Quoting a passage without quotation marks or citations, so that it looks like your own.*
- *Paraphrasing a passage without citing it, so that it looks like your own.*
- *Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.*

# Readiness Assessment Test (RAT) Appeals

## What can be appealed?

Teams can appeal questions marked as incorrect on team RATs. Team or individual appeals on questions missed on individual RATs are not accepted.

## Purposes of the appeals process:

1. Clarify uncertainty about your understanding of the concepts.
2. Give additional recognition and credit when “missing” a question is caused by:
  - Ambiguity in the readings.
  - Disagreement between the readings and our choice of the “correct” answer.
  - Ambiguity in the wording of the question.

## Guidelines for preparing successful appeals:

Appeals are granted when they demonstrate that you understood the concept(s) but missed the question anyway or that your confusion was due to ambiguity in the readings.

As a result:

- If the appeal is based on ambiguity in the question, you should:
  1. Identify the source of ambiguity in the question and,
  2. Offer an alternative wording that would have helped you to avoid the problem.
- If the appeal is based on either inadequacies in the readings or disagreement with our answer, you should:
  1. State the reason(s) for disagreeing with our answer and,
  2. Provide specific references from the readings to support your point of view.

## Impact of appeals on test scores:

When a team appeal is accepted:

1. The point(s) missed will be added to:
  - The team RAT grade.
  - The individual grades of any team members whose answer was the same as the team answer
  - The grades of only those teams (and individuals) that successfully appeal.
2. Team member(s) whose answer was originally marked as correct will continue to receive credit for their answers.