

August 21, 2009

SYLLABUS
CPH 574: Public Health Policy & Management
FALL 2009

Time: Tuesday, 4:00 – 6:50 pm

Location: Drachman Hall, Rm. A-114

Instructors:

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Teaching Associate:

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A. Course Description:

Management processes/roles of public health professionals; health service organizations; 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. 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; 1st edition (July 8, 2004); ISBN-13: 978-0787971854

Optional Texts

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

4. **Public Health Administration: Principles for Population-Based Management;** Novick L, Morrow C, Mays G; Jones & Bartlett Publishers; 2008

D. Course Requirements:

We will be using a teaching strategy called **team-based learning**. Students will work in small groups throughout the 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 generally 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 typically be a class-wide discussion for about 45-60 minutes. Groups may be asked to briefly summarize their findings 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.

E. Grading/Student Evaluation: $\geq 90\%$ = A; $\geq 80\%$ = B; $\geq 70\%$ = C; $\geq 60\%$ = 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	35%
Individual papers	15%
<u>Team performance</u>	
Team RAT grades	25%
Team final exam	15%
<u>Peer Review</u>	
Team contribution	<u>10%</u>
TOTAL	100%

F. 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. A student requesting a subsequent absence can expect to receive a makeup assignment that will be graded. 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.

G. Course Schedule:

Date	Topic
8/25/08	Course introduction
Week 1	
9/1/08	The public health system / Working in teams
Week 2	
9/8/08	Policy and public health
Week 3	
9/15/08	Public health law and ethics
Week 4	
9/22/08	U.S. health care system and health care reform
Week 5	
9/29/08	Additional policy issues
Week 6	
10/6/08	Overview of management work: Managing programs and people
Week 7	
10/13/08	Strategic planning
Week 8	<i>Practice Peer Review</i>
10/20/08	Community assessment
Week 9	
10/27/08	Program design
Week 10	
11/3/08	Budgeting
Week 11	
11/10/08	Leading & managing
Week 12	
11/17/08	Quality
Week 13	
11/24/08	Guest Speaker
Week 14	
12/1/08	Communicating
Week 15	
12/8/08	Advocacy
Week 16	
12/15/08	Final Exam
Week 17	

- H. 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>
- I. 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) 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>
- J. 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>.
- K. 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>
- L. 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](#)
- M. Grade Appeal Policy:** <http://catalog.arizona.edu/2008%2D09/policies/gradappeal.htm>
- N. 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.
- O. 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.
- P. 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.