

Georgia Southern University

Digital Commons@Georgia Southern

Public Health Syllabi

Public Health, Jiann-Ping Hsu College of

Fall 2016

HSPM 7135A - Public Health Policy Development & Evaluation

Jeffery A. Jones

Georgia Southern University, Jiann-Ping Hsu College of Public Health, jajones@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/coph-syllabi>



Part of the [Public Health Commons](#)

Recommended Citation

Jones, Jeffery A., "HSPM 7135A - Public Health Policy Development & Evaluation" (2016). *Public Health Syllabi*. 88.

<https://digitalcommons.georgiasouthern.edu/coph-syllabi/88>

This other is brought to you for free and open access by the Public Health, Jiann-Ping Hsu College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Public Health Syllabi by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia Southern University
Jiann-Ping Hsu College of Public Health

HSPM 7135-A: Public Health Policy Development & Evaluation

Fall 2016

<u>Instructor:</u>	Jeff Jones, PhD.
<u>Office:</u>	Hendricks Hall, Room 2005
<u>Phone:</u>	(912) 478-7422
<u>E-mail Address:</u>	jajones@georgiasouthern.edu
<u>Office Hours:</u>	Tuesdays, 1:30pm-3:30pm & Thursdays, 1:30pm-3:30pm Also by appointment at other times
<u>Class Meets:</u>	Tuesdays and Thursdays, 3:30pm – 4:45pm, August 16, 2016 – December 16, 2016, in Hendricks Building Room #1008

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>

Course Description: This course introduces students to health policy development, analysis and management by examining issues in the health sector. It fosters an appreciation of the complexity of policy problems and provides the basic tools used in public health policy design, implementation and evaluation.

Required Textbooks:

None. Supplemental Readings are supplied by the instructor via Folio.

MPH Core Student Learning Outcomes (CORE)

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

MPH – Health Policy and Management

4. Define the main components and issues of the organization, financing and delivery of public health systems in the US and compare the economic, professional, social and legislative influences to include safety and preparedness.

5. Describe 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.
6. Compare the policy development, assessment, and evaluation process for improving the health status of populations; compare the potential impacts of policy and management on the conduct of public health research and practice.
7. Describe the principals of program development, management, budget preparation with justification and evaluation as related for public health initiatives; in that effort, define quality, cost benefit and performance improvement concept to address organizational performance issues in public health as well as trends in planning, resources allocation, and financing their effects on consumers, providers and payers in public health.
8. Define principles of strategic planning and marketing in public health and define how “systems thinking” can contribute to solving public health organizational problems.
9. Compare leadership skills for building partnerships in public health and demonstrate health policy and management effectiveness using appropriate channels and technologies.

Course Objectives. Upon completion of this course students should be able to:

1. Explain the federal, state, and local health policy development, implementation, and evaluation process (4, 6).
2. Explain the development of public health policy (4, 5, and 6).
3. Apply skills for the development and evaluation of public health policy (1, 3, 4, 5, 6, and 9).
4. Analyze a health policy topic from the perspective of efficiency, equity, fiscal effects, and political feasibility (5, 6).
5. Write effective policy memos and policy analysis reports for clients on current public health policy issues with a particular focus on rural health (1, 3, 4, 5, 6, 8, and 9).
6. Demonstrate a policy development process, including problem definition, identification and analysis of alternatives, selection of policy alternative, and effective communication of results (1, 2, 3, 4, 5, 6, 8, and 9).
7. Explain common research evaluation designs (2, 6).
8. Apply theories mostly from microeconomics to evaluate health policies and programs (7).
9. Apply cost-outcome analysis methods to evaluate health policy and programs (7).
10. Apply various statistical (quantitative) tools to evaluate health policies and programs (2).

COURSE OVERVIEW

Instructional Methods: This course focuses on providing practical skills and knowledge to understand the processes of policymaking and policy evaluation. Instructional methods include lectures, readings, and assignments aimed at developing policy evaluation skills and experience.

Homework Assignments: This course includes 10 homework assignments involving different aspects of policy evaluation. All homework assignments are to be submitted via Folio and must

include the student's name and proper citations. Assignments are graded on how well the student meets the requirements of the assignment, creativity, and quality of writing (grammar, spelling, etc.).

Presentation: At the end of the term each student will present an evaluation of a health policy. This presentation will include a PowerPoint presentation and offer high quality suitable for presentation before Congress, a state legislature, or hospital board.

Midterm exam: The midterm in-class exam will consist of both objective and essay questions from the readings and the lectures.

Final Exam: The final in-class exam will be composed of both objective and essay questions from the readings and the lectures from the entire class, focusing mainly on the material that was not covered in the midterm.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. However, attendance will not officially be recorded after the first class period. Grades correlate highly with attendance.

Make-Up Policy: Late assignments will not be accepted. If you are aware ahead of time that you will be missing a class when an assignment is due, it is your responsibility to notify the professor and turn in the assignment on time. Electronic submission is acceptable. Extenuating circumstances will be considered on a case-by-case basis.

Student Assessment: Assessments are linked to the learning objectives for this class. Each assessment below is linked to the learning objectives on pages 1 and 2 of this syllabus.

Evaluation	Percent of Grade	Course Objectives
Assignments (12, each worth 5%)	60%	1 - 10
Exams (3, each worth 10%)	30%	1 - 10
Presentation	10%	6
Total	100%	

The following point scale will be utilized in grading:

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
0 - 59%	F

Course Schedule

Readings: All readings will be provided via Folio or in class. Students should read the online lectures and readings on Tuesdays and be prepared to discuss on Thursdays. **All assignments are due by 3:30pm on the due date.**

Week	Theme	Topic	Assignment	Assignment Due Date
1 Aug 16 & 18	Historical Context <ul style="list-style-type: none"> Ethics 	Introduction to Health Policy: <ul style="list-style-type: none"> A Brief History of Public Health Policy 	1 Tracing a public health policy's history	August 23
2 Aug 23 & 25	Policy-making Systems	US Legislative System <ul style="list-style-type: none"> Changing US Demographics 	2 Questionnaire on public figures	August 30
3 Aug 30 & Sept 1	Policy-making Systems	Georgia Legislative System	3 Infographic of Georgia state government	Sept 8
4 Sept 6 & 8	Policy-making Systems	Local Boards of Health Note: No in-class meeting on Tuesday, Sept. 6. Out-of-class assignment.	Exam 1 will be Sept 13	Sept 13
5 Sept 13 & 15	Crafting a Policy Brief	<ul style="list-style-type: none"> Components of a Policy Brief Writing an Effective Policy Memo Establishing Evaluation Criteria and Identifying Alternatives 	4 Find an example of a policy brief	Sept 20
6 Sept 20 & 22	Crafting a Policy Brief	<ul style="list-style-type: none"> Types of Measures Logic Models Process Measures Qualitative 	5 Logic model	Sept 27
7 Sept 27 & Sept 29	Crafting a Policy Brief	<ul style="list-style-type: none"> Cost-Benefit Analyses Geographic Information Systems Infographics 	6 Policy Brief #1 (Qualitative)	Oct 4
8 Oct 4 & 6	Data Sources	<ul style="list-style-type: none"> U.S. Census 	7 Policy Brief #2	Oct 11

			(Demographic Change)	
9 Oct 11 & 13	Data Sources	<ul style="list-style-type: none"> • CDC 	8 Finding answers exercise #1	Oct 18
10 Oct 18 & 20	Data Sources	<ul style="list-style-type: none"> • Health care access data 	9 Finding answers exercise #2	Nov 3
11 Oct 25 & 27	Looking at Specific Policies and Evaluation	Access: <ul style="list-style-type: none"> • Medicare • Medicaid • Affordable Care Act 	Exam 2 will be on Oct 25	Oct 25
12 Nov 1 & 3	Looking at Specific Policies and Evaluation	Behaviors: <ul style="list-style-type: none"> • Alcohol, tobacco, and illicit drug • Sexual health • Violence prevention • Nutrition & obesity <p>Note: No in-class meeting Tuesday, Nov. 1 because of the APHA Annual Meeting</p>	10 Policy Brief #3 (Improving the US Health Care System for Rural Georgians)	Nov 8
13 Nov 8 & 10	Looking at Specific Policies and Evaluation	Environment: <ul style="list-style-type: none"> • Water quality • Air quality • Climate change 	11 Policy Brief #4 and #5 (Arguing for 2 sides)	Nov 15
14 Nov 15 & 17	Looking at Specific Policies and Evaluation	<ul style="list-style-type: none"> • Blood supplies • Quarantines • Vaccinations 	12 Policy Brief #6 (Climate change and environmental influences on health)	
15 Nov 22 & 24		No Class: Thanksgiving Break		
16 Nov 29 & Dec 1		Presentations	Presentations	
17 Dec 8		Thursday, 12:30 pm - 2:30 pm, Final Exam	Final Exam/Exam 3	

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):

- 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 member, 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>

Class Etiquette: Please silence all cell phones during any class meetings since ring tones are disruptive to others.

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.

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. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.