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### HSPM 7135-A: Public Health Policy Development & Evaluation

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Georgia Southern University  
Jiann-Ping Hsu College of Public Health

**HSPM 7135-A: Public Health Policy Development & Evaluation**

**Fall 2018**

<b><u>Instructor:</u></b>	Jeff Jones, PhD.
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<b><u>Office Hours:</u></b>	Tuesdays and Thursdays, 10am-12:30pm Also by appointment at other times
<b><u>Class Meets:</u></b>	Tuesdays and Thursdays, 3:30pm – 4:45pm, August 13, 2018 – December 6, 2018, in Hendricks Building Room 2020

**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:**

Barr, D. A. (2016). *Introduction to U.S. health policy: The organization, financing, and delivery of health care in America* (4th ed.) Baltimore, MD: Johns Hopkins University Press. **ISBN-10:** 1421420724

**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. Demonstrate the ability to describe and apply core principles of public health (assessment, assurance, and policy development) for the purpose of improving population health.
5. Illustrate the ability to apply a “systems thinking” approach to solving public health problems associated with organizations.
6. Interpret trends in resource allocation on communities, with an emphasis in rural and underserved areas.
7. Conduct and interpret relevant policy-based research using appropriate research designs and analytic techniques.
8. Communicate health policy and management principles and concepts to lay and professional audiences through both oral and written communication.

**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.).

**Exams:** The course includes 3 exams which will use a mixed format of questions (multiple choice, short answer, short essay, etc.)

### **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 or required in some cases. 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.

<b>Evaluation</b>	<b>Percent of Grade</b>	<b>Course Objectives</b>
Assignments (10, each worth 5%)	50%	1 - 10
Exams (3, each worth 16%)	48%	1 - 10
Participation	2%	
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
<b>Section 1: Understanding the American System</b>				
1 Aug 14 & 16	Public health history: advocacy & politics	<ul style="list-style-type: none"> <li>A brief history of public health policy</li> <li>US legislative system</li> </ul>	Ch. 1-4 Exercise 1: Identifying policymakers	August 21
2 Aug 21 & 23	Socio-cultural aspects to health policy	<ul style="list-style-type: none"> <li>Types of health systems</li> </ul>	Ch. 5-8 Exercise 2: Comparing health systems	August 28
3 Aug 28 & Aug 30	Healthcare access: Understanding the system	<ul style="list-style-type: none"> <li>The US public and private insurance systems</li> </ul>	Ch. 9-10 Exercise 3: Designing a health system	Sept 4
4 Sept 4 & 6	U.S. pharmaceutical system	<ul style="list-style-type: none"> <li><b>No lecture, Sept 4.</b></li> <li>Pharmaceuticals</li> </ul>	Exercise 4: Finding insurance	Sept 11
5 Sept 11 & 13			<b>Exam 1 (Sept 13)</b>	
<b>Section 2: Policy Briefs</b>				
6 Sept 18 & 20	Crafting a policy brief	<ul style="list-style-type: none"> <li>Elements of a policy brief</li> </ul>		Sept 21
7 Sept 25 & Sept 27	Introduction to Informatics: Data and Data Sources	<ul style="list-style-type: none"> <li>Types of Measures</li> <li>Logic Models</li> <li>Process Measures</li> <li>Qualitative</li> </ul>	Exercise 5: Making a logic model	Sept 28
8 Oct 2 & 4	Introduction to Analytics	<ul style="list-style-type: none"> <li>Cost-Benefit Analyses</li> </ul>	Exercise 6: Policy Brief: Comparing HPV vaccinations for males	Oct 5
9 Oct 9 & 11	Survey Research	<ul style="list-style-type: none"> <li>Census v. sample</li> <li>Sampling</li> </ul>		
10 Oct 16 & 18			<b>Exam 2 (Oct 18)</b>	

<b>Section 3: Applied Statistical Analysis</b>				
11 Oct 23 & 25	Univariate Analysis			
12 Oct 30 and Nov 1	Bivariate Analysis	<ul style="list-style-type: none"> <li>• Retirement policies (how will you pay for healthcare?)</li> <li>• Mortgages</li> </ul>	Exercise 7: Bivariate 1	Nov 6
13 Nov 6 & 8	Multivariate Analysis		Exercise 8: Bivariate 2	Nov 15
14 Nov 13 & 15	Predictive Modeling	<b>No lecture, Nov 13 (APHA)</b>	Exercise 9: Multivariate 1	Nov 27
15 Nov 20 & 22		No Class: Thanksgiving Break		
16 Nov 27 & Nov 29	Health equity	<ul style="list-style-type: none"> <li>• Rural/urban, RUCC, HPSA, MUA</li> <li>• Climate change &amp; health</li> <li>• Race, gender, sexual orientation, &amp; health</li> </ul>	Exercise 10: Multivariate 2	Nov 29
17 Dec 6		<b>Thursday, 3:00-5pm (note different than regular class period)</b>	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.