### Health Policy & Management

<table>
<thead>
<tr>
<th><strong>Course name:</strong></th>
<th>Health Policy &amp; Management</th>
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<tbody>
<tr>
<td><strong>Course no.:</strong></td>
<td>PUBH 5307</td>
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<tr>
<td><strong>Course CRN:</strong></td>
<td>16198</td>
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<tr>
<td><strong>Semester/year:</strong></td>
<td>Spring 2015</td>
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<tr>
<td><strong>Graduate credit hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Class location:</strong></td>
<td>HSN Bldg. Classroom TBD</td>
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<tr>
<td><strong>Class meeting time:</strong></td>
<td>Mondays, 5:00-7:50 PM</td>
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<tr>
<td><strong>Class instructor:</strong></td>
<td>Angela Mora</td>
</tr>
<tr>
<td><strong>Office location:</strong></td>
<td>HSN Bldg. Office</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>915-346-8974</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:amora10@utep.edu">amora10@utep.edu</a>, <a href="mailto:angela.mora@elpasotexas.gov">angela.mora@elpasotexas.gov</a></td>
</tr>
<tr>
<td><strong>Office hours:</strong></td>
<td>Monday, 4:30 – 5:00 PM or by appointment</td>
</tr>
<tr>
<td><strong>Preferred contact method:</strong></td>
<td>Email or phone</td>
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#### Course description:
Public health core course examines organizational skills and basic principles, theories, and practices of administering public health programs in voluntary and governmental agencies. Also focuses on leadership, motivation, small group process, problem solving, conflict resolution, inter-organizational relationships, and organizational change.

#### Course pre-requisites:
Admission to the MPH or Graduate Certificate in Public Health Program

#### Required textbooks:
  - Authors: Novick, Lloyd F; Morrison, Cynthia; Mays, Glen P.

#### Supplemental reading:
- Guest lectures, class discussion and exercises, written reports and oral presentations, video, multimedia, and site visits.

#### Major learning objectives (must be numbered):
- By the end of this course, the student will be able to:
  1. Describe the core functions of public health.
  2. Propose programs based on public health 10 essential services.
  3. Perform an emergency preparedness drill using the ICS hierarchy.
  4. Apply principles of risk communication to inform community.
  5. Describe the local public health preparedness infrastructure.
  6. Become familiar with the major federal, state and local public health funding sources and funding guidelines.
  7. Develop a disease prevention grant application following funding sources guidelines.
  8. Describe the requirements and process for managing a state funded program based on local WIC and immunization's programs of the health department.
  9. Identify major federal, state and local laws affect public health (ordinances, OIG, HIPAA).
  10. Draft a management data security policy to meet HIPAA law mandate.
  11. Describe the main steps of public health policy development and advocacy.
  12. Familiarize with local community health needs assessments & identify prevention services gaps.
  13. Draft a scope of work to address a prevention services gap following funding sources.
guidelines.
8.1 Describe management structure of local public health surveillance and law enforcement programs.
9.1 Familiarize with requirements and process to gain national public health accreditation.
9.2 Describe standards of public health practice.
10.1 Describe the infrastructure necessary to establish a quality improvement program based on established standards.
10.2 Draft a quality improvement project based on an identified need at local health department.
11.1 Assess success of local public health relationships & describe leadership skills employed.

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<tr>
<th>Assessment strategies: (must be numbered)</th>
<th>Planning &amp; other homework exercises.</th>
<th>Group presentations.</th>
<th>Field experiences at Department of Public Health, Del Sol Medical Center, Texas Department of Public Safety- Emergency Response Division, City of El Paso Office of Emergency Management.</th>
<th>Discussions requiring active class participation.</th>
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<tr>
<th>Program Competencies (core competency area must be identified &amp; number according to that listed by the MPH program)</th>
<th>Learning objectives</th>
<th>Assessment strategies</th>
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This course meets the following MPH degree & graduate certificate in public health competencies

### Health Policy and Management

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
   - Learning objectives: 1.1, 1.2
   - Assessment strategies: 1,2,3,4

2. Describe the legal and ethical bases for public health and health services.
   - Learning objectives: 5.1
   - Assessment strategies: 1,2,3,4

3. Explain methods of ensuring community health safety and preparedness.
   - Learning objectives: 2.1, 2.2
   - Assessment strategies: 1,2,3,4

4. Discuss the policy process for improving the health status of populations.
   - Learning objectives: 6.1, 8.1
   - Assessment strategies: 1,2,3,4

5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
   - Learning objectives: 3.1, 3.2
   - Assessment strategies: 1,2,3,4

6. Apply principles of strategic planning and marketing to public health.
   - Learning objectives: 6.0
   - Assessment strategies: 1,2,3,4

7. Apply quality and performance improvement concepts to address organizational performance issues.
   - Learning objectives: 10.1, 10.2
   - Assessment strategies: 1,2,3,4

8. Communicate health policy and management issues using appropriate channels and technologies.
   - Learning objectives: 9.1, 9.2
   - Assessment strategies: 1,2,3,4

9. Demonstrate leadership skills for building partnerships.
   - Learning objectives: 11.1
   - Assessment strategies: 1,2,3

### Grading scale & criteria

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<th>Grading scale:</th>
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<tbody>
<tr>
<td>A (&gt; 90%-exceptional graduate-level performance)</td>
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<tr>
<td>B (80-89%-average graduate-level performance)</td>
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<tr>
<td>Grade</td>
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<tr>
<td>C</td>
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<td>D</td>
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<td>F</td>
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**Grading components:**
- **Homework reading assignments**: 25%
- **Group exercises**: 25%
- **Individual exercises**: 25%
- **Site visits**: 25%
- **Active class participation is required**: points will be deducted for students who do not actively participate in class discussions and other activities.

**Incomplete policy:** An “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

**Course/Instructor & Institutional Policies**

**Attendance:** It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities, is mandatory. All emergency-related absences must be verified.

Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 5:00 PM.

**Reading assignments:** All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.

**Writing standards** Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.

**Policy for late assignments** Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).

**Permission to record lectures & discussions** Not permitted without express permission of the instructor

**Cellphone/electronic tablet/ use policies:** Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology
equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to “vibrate.” Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session.

Field trip policies: N/A

Class participation: Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.

Special accommodations: The instructor will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see the instructor before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Disabled Student Services Office in the East Union Bldg., Room 106 within the first two weeks of classes. The Disabled Student Services Office can also be reached in the following ways: Web: http://www.utep.edu/dss; Phone: (915) 747-5148 voice or TTY; Fax: (915) 747-8712; email: dss@utep.edu


Student conduct: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “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 student, any act designed to give unfair advantage to a student or the attempt to commit such acts.” Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. 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”.

Examples of “cheating” include:

- Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
• Collaborating with or seeking aid from another student for an assignment without authority;
• Substituting for another person, or permitting another person to substitute for one's self, to take a test;
• Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from online and other material.

“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Homework Assignments</th>
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<tbody>
<tr>
<td>Jan 19</td>
<td>HOLIDAY</td>
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| Jan. 26 | **Course Introduction:**  
- Learning objectives  
- Hands-on Exercises  
- Team Work  
- Instructor expectations  
Writing exercise:  
Student expectations & professional goals | Prior to next class, read Chapter 2: A Framework for Public Health Administration and Practice  
Lloyd F. Novick, Cynthia B. Morrow. |
| Feb. 2 | **Introduction to Public Health Core Functions and Essential Services**  
Texas Local Health Departments & Health Authority | Prior to next class week research of public health departments in Texas and City of El Paso; each team select 3 departments and identify their organizational structure and essential and other services provided, including:  
[www.elpasotexas.gov/health](http://www.elpasotexas.gov/health) |
| Feb. 9 | **Site Visit to Department of Public Health; Public Health Department Organizational Structure, Programs, and Administration**  
Tour of the Department of Public Health; Introduction to public health programs and functions.  
Budget and workforce | Prior to the next class, read Chapter Organization of the Public Health Delivery System – Glen P. Mays  
Review of Texas Vaccines for Children at:  
[http://www.dshs.state.tx.us/immunize/tvfc/tvfc_about.shtml](http://www.dshs.state.tx.us/immunize/tvfc/tvfc_about.shtml) |
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<tr>
<td>Feb. 16</td>
<td><strong>Public Health Program Funding</strong>&lt;br&gt;Public Health Funding&lt;br&gt;Disease Prevention – Adult &amp; Children’s Immunizations&lt;br&gt;<strong>Guest Speaker:</strong> Alex Rodarte, Program Supervisor, Department of Public Health (DPH)</td>
<td>Prior to class week read Chapter 14: Public Health Surveillance – Benjamin Silk; Theresa Hatzell Hoke; Ruth Beckelman&lt;br&gt;Review El Paso Reportable Conditions at: <a href="http://www.ephealth.org">www.ephealth.org</a></td>
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<td>Feb. 23</td>
<td><strong>Public Health Compliance</strong>&lt;br&gt;Compliance Program Development and implementation&lt;br&gt;Protocols, policies &amp; procedures development exercise.&lt;br&gt;Epidemiology &amp; Disease Surveillance&lt;br&gt;<strong>Guest Speaker:</strong> Yvonne Vasquez, Epidemiologist, DPH</td>
<td>Prior to next class week, review the National preparedness System overview at” <a href="http://www.fema.gov/media-library-data/20130726-1855-25045-8110/national_preparedness_system_final.pdf">http://www.fema.gov/media-library-data/20130726-1855-25045-8110/national_preparedness_system_final.pdf</a>.&lt;br&gt;Review the DPH Compliance Plan provided by instructor.</td>
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<td>Mar. 2</td>
<td><strong>Emergency Health Preparedness and Risk Communication</strong>&lt;br&gt;Federal, State, and Local Programs&lt;br&gt;Public Health Preparedness Plans: Infectious Disease Emergency Response Plan; Isolation &amp; Quarantine&lt;br&gt;Site Visit: Department of State Health Services (DSHS)&lt;br&gt;Guest Speakers: TBD</td>
<td>No assignment.</td>
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<td>Mar. 9</td>
<td><strong>SPRING BREAK</strong></td>
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<td>Mar. 16</td>
<td><strong>Introduction to Grant Writing and Budget Development</strong>&lt;br&gt;<strong>Guest Speakers:</strong> Nancy Melendez-Forbes, Grants Services Coordinator, City of El Paso Grants Services</td>
<td>Prior to class week, review DPH QI and PM plans provided by instructor.</td>
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<td>Mar. 23</td>
<td><strong>Quality Improvement (QI) and Performance Management (PM)</strong>&lt;br&gt;QI Basics- Modules&lt;br&gt;PM Basics- Modules&lt;br&gt;<strong>Guest Speaker:</strong> Bertha Amaya – DPH QI Chairperson.</td>
<td>For independent study, read Chapter 15: Assessment and Strategic Planning of Public Health; review the DPH Community Health Assessment and Improvement Plan (CHA/CHIP).</td>
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<td>Mar. 30</td>
<td><strong>Independent Study</strong></td>
<td>Read Chapter 15: Assessment and Strategic Planning of Public Health; Chapter 21: Public Health Education and Health Promotion – Lawrence W. Greene; Judith M. Ottoson. Review the DPH Community Health Assessment and</td>
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**Improvement Plan (CHA/CHIP)** and prepare a written analysis of the CHA/CHIP.

| Apr. 7 | **Public Health Education, Policy & Advocacy** | No assignment. |
| Speaker: Sue Beatty, Training Manager & Tobacco Coalition Member, DPH |  |
| Groups Presentations: CHA/CHIP Analysis. |  |

### Dates | Topics | Homework/Assignments
--- | --- | ---
| Apr. 13 | Networking & Systems Thinking & Site Visit to Del Sol Medical Center | Prior to class week, review PHAB Standards, provided by instructor, for enforcing health laws and regulations. |
| Apr. 20 | Surveillance, Laboratory, Food Inspections Program Management | Prior to next class, read Chapter 8: The Public Health Workforce- Margaret A. Potter; Christine M. Gebbie; Hugh H. Tilson. |
| Apr. 27 | Public Health Workforce Development Assessment, curriculum development, training. Guest Speaker: Bertha Amaya, WIC Patient Services Manager | Prior to class week class review public health laboratory historical background and functions, provided by instructor. |
| May 4 | Site-Visit to Public Health Laboratory | No assignment. |
| May 11 | No class-exam week |  |

*Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.

**Assignment Instructions**

1. **Homework Assignments.**
   Homework assignments are stated in syllabus. Instructor will provide details and materials for these assignments.

2. **Group Presentations.**
   Groups are required to prepare a 15 minute long power point presentations on assigned topics. The presentation will be divided among group members.

3. **Individual Exercises.**
   Each student is required to prepare a one page report on lessons learned from field experiences due a week. Instructor will provide outline.

   Each student is required to draft a complete mock disease prevention related grant application based on an actual funding opportunity from the Paso del Norte Health Foundation.

**Websites**
The Paso del Norte Institute for Health Living. Resources. Available at: [http://chs.utep.edu/pdnihl/resources.php](http://chs.utep.edu/pdnihl/resources.php)

- City of El Paso, Department of Public Health. *2013 Community Health Assessment (CHA).*
- Strategic Health Intelligence Planning Group. *Assessment of Determinants of Health in the PdNHF Region: A Review of Select Health Indicators for the counties of El Paso and Hudspeth in Texas; the counties of Doña Ana and Otero in New Mexico; and the city of Ciudad Juárez, Chihuahua, Mexico.*


Public Health Foundation Resource Center: [http://www.phf.org/improvement/](http://www.phf.org/improvement/)

Public health Accreditation Board: [www.phaborad.org](http://www.phaborad.org)


Texas Department of State health Services Funding Opportunities: [http://www.dshs.state.tx.us/funds.shtm](http://www.dshs.state.tx.us/funds.shtm)