



Department of Public Health Sciences  
Health Promotion Program Syllabus

<b>Course name:</b>	<b>Public Health Administration</b>
<b>Course no.:</b>	<b>HSCI 4304</b>
<b>Course CRN:</b>	<b>21271</b>
<b>Semester/year</b>	<b>Spring 2015</b>
<b>Undergraduate credit hours:</b>	<b>3</b>
<b>Class location:</b>	<b>Liberal Arts Room 211</b>
<b>Class meeting time:</b>	<b>Wednesday, 4:30pm – 7:50pm</b>
<b>Class instructor:</b>	<b>Sue Beatty</b>
<b>Office location:</b>	<b>TBD</b>
<b>Phone:</b>	<b>915-525-7138</b>
<b>Email:</b>	<b>sbeatty@utep.edu</b>
<b>Office hours:</b>	<b>Wednesday 3:30pm – 4:30pm or by appointment</b>
<b>Preferred contact method:</b>	<b>email</b>
<b>Course description:</b>	Study of basic principles, theories and practices of public health administration. Emphasizes the development and organization of health programs from voluntary and official agencies to meet community health needs. Prerequisite: HSCI 3301. Public Health Administration (3-0) Study of organizational skills and basic principles, theories, and practices of administering health programs in voluntary and governmental agencies. Leadership, motivation, small group process, problem solving, conflict resolution, inter-organizational relationship, and organizational change. May include field trips.
<b>Course pre-requisites:</b>	HSCI 3301.
<b>Required textbooks:</b>	Fleming Fallon, L. & Zgodzinski, E. J. (2012). <i>Essentials of Public Health Management</i> . Third Edition. Sudbury: MA: Jones & Bartlett Learning. ISBN978-1-4496-1896-4
<b>Supplemental reading:</b>	
<b>Course format:</b>	Lecture-discussion Assigned readings in text or handouts Educational DVDs Individual/Group Assignments Individual/Group Activities Guest Lectures
<b>Major learning objectives (must be numbered):</b>	Upon completion of the course, the student will be able to: 1. Apply management and theory in public health administration. 2. Describe the importance of effective governance structure for a local health department. 3. Discuss the conceptual foundations of organizational behavior. 4. Define basic accounting and finance terms. 5. List the key principles of marketing. 6. Explain what constitutes ethical behavior. 7. Formulate a rationale for having a human resources department. 8. Describe the importance and uses of a properly prepared position or job

	<p>description.</p> <ol style="list-style-type: none"> <li>9. Apply the theories of motivation in the workplace.</li> <li>10. Discuss the relationship between employee motivation and compensation.</li> <li>11. Describe the organizational requirements of a public health agency.</li> <li>12. List the National Public Health Performance Standards.</li> <li>13. Define continuous quality improvement.</li> <li>14. Explain the conceptual development of national voluntary public health accreditation.</li> <li>15. Discuss the importance of interagency cooperation.</li> <li>16. Describe the history of public health and public health law.</li> </ol>
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<b>Assessment strategies: (must be numbered)</b>	<ol style="list-style-type: none"> <li>1. Assignments – Group and individual exercises will be assigned throughout the semester. The student must be in attendance to earn points.</li> <li>2. Classroom discussion – Participation in classroom discussions will occur. The student must be in attendance to earn points.</li> <li>3. Quizzes – weekly quizzes will be administered via blackboard covering the assigned reading for the week. Quizzes will include multiple choice, true/false, and matching.</li> <li>4. Examinations – A mid-term and final will be administered during the course of the semester. Exams will include short answer, fill-in-the-blank, listing, and short essay.</li> </ol>
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Program Competencies (core competency area must be identified & numbered according to that listed by the Health Promotion program)	Learning objectives	Assessment strategies
<b>This course meets the following Health Promotion degree competencies</b>		
1. Involve people and organizations in program planning.	5, 15	1,2,3,4
2. Use a variety of methods to implement strategies, interventions, and programs.	6	1,2,3,4
3. Carry out evaluation and research plans and Competency E: Interpret results from evaluation and research	12,13,14	1,2,3,4
4. Exercise organizational leadership	1,2,3,11	1,2,3,4
5. Secure fiscal resources	4	1,2,3,4
6. Manage human resources	6,7,8,9,10	1,2,3,4
7. Influence health policy to promote health	16	1,2,3,4

<b>Grading scale &amp; criteria</b>	<table border="0"> <tr> <td>Semester Assignment</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Class Discussion</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Quizzes</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Mid-term Examination</td> <td style="text-align: right;">100</td> </tr> <tr> <td>Final Examination</td> <td style="text-align: right;">100</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>500</b></td> </tr> </table>	Semester Assignment	100	Class Discussion	100	Quizzes	100	Mid-term Examination	100	Final Examination	100	<b>Total</b>	<b>500</b>
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<b>Incomplete policy:</b>	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

<b>Attendance:</b>	<p>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.</p> <p>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.</p>
<b>Reading assignments:</b>	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.
<b>Writing standards</b>	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.
<b>Policy for late assignments</b>	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).
<b>Permission to record lectures &amp; discussions</b>	Not permitted without express permission of the instructor

<b>Cellphone/electronic tablet/ use policies:</b>	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.
<b>Field trip policies:</b>	N/A
<b>Class participation:</b>	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.
<b>Special accommodations:</b>	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to <a href="mailto:cass@utep.edu">cass@utep.edu</a> , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a> .
<b>MPH handbook:</b>	<a href="http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf">http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf</a>
<b>Student conduct:</b>	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, and 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 on-line 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.

**TENTATIVE COURSE SCHEDULE\***

<b>Dates</b>	<b>Topics</b>	<b>Homework Assignments</b>
<b>WEEK 1</b> 1/21/15	<b>Introduction and Course Orientation</b> Review Semester Assignment	Read Chapters 1 & 2 Research a Public Health Mission Statement (not El Paso DPH). Bring to 1/28/15 class.
<b>WEEK 2</b> 1/28/15	<b>Management Theory and Applications</b> <b>Governance and Leadership</b> Quiz #1 – Chapters 1 & 2 (due by 11:59pm on 1/27/15)	Read Chapters 5 & 7 Research and consider possible topics for semester assignment.
<b>WEEK 3</b> 2/4/15	<b>Public Health Programs</b>	Read Chapters 3 & 4 Select topic for semester assignment and describe statistical information available to support the need for addressing the issue. Be prepared to report topic and justification at 2/11 class.
<b>WEEK 4</b> 2/11/15	<b>Organizational Behavior</b> <b>Accounting, Finance, and Budgets</b> Quiz #2 - Chapters 3 & 4 (due by 11:59pm on 2/10/15) Students report on selected semester assignment	Read Chapters 6 & 8 Review budget form, begin budget prep for semester assignment
<b>WEEK 5</b> 2/18/15	<b>Marketing</b> <b>Ethics</b> Quiz #3 – Chapters 6 & 8 (due by 11:59pm on 2/17/15)	Read Chapters 9 & 10 List ethical considerations for semester assignment
<b>WEEK 6</b> 2/25/15	<b>Human Resources</b> <b>Employee Preparation</b> Quiz #4 – Chapters 9 & 10 (due by 11:59 on 2/24/15)	Read Chapters 11 & 12 Research job description(s) for semester assignment. Research various employee benefits packages. Be prepared to discuss at 3/4 class.
<b>WEEK 7</b> 3/4/15	<b>Employee Feedback</b> <b>Compensation and Benefits</b> Quiz #5 – Chapters 11 & 12 (due by 11:59pm on 3/3/15)	Prepare for Exam I Add personnel and fringe benefit costs to semester assignment budget.
<b>WEEK 8</b> 3/18/15	<b>Exam I – covers Chapters 1-12 and classroom lectures</b>	Read Chapters 15 & 16
<b>Dates</b>	<b>Topics</b>	<b>Homework Assignments</b>
<b>WEEK 9</b> 3/25/15	<b>Internal Structure &amp; External Constituencies</b> <b>Nat. Public Health Performance Standards</b> Quiz #6 (due by 11:59pm on 3/26/15)	Read Chapters 17 & 22 List Essential Public Health Services for semester assignment
<b>WEEK 10</b> 4/1/15	<b>Quality Improvement</b> <b>Assessing Community Health</b> Quiz #7 (due by 11:59pm on 3/31/15)	Read Chapter 18 List CQI techniques for semester assignment. Research and bring to 4/8 class information about one local or state health department that has achieved accreditation.
<b>WEEK 11</b> 4/8/15	<b>Public Health Accreditation</b> Quiz #8 (due by 11:59pm pm 4/7/15)	Read Chapters 19 & 20
<b>WEEK 12</b> 4/15/18	<b>Interactions with Other Entities</b> <b>Traditional and Social Media</b> Quiz # 9 (due by 11:59pm on 4/14/15)	Read Chapters 23 & 25 Write press release/social media messages for semester assignment
<b>WEEK 13</b>	<b>Organizing and Operating Clinics</b>	Read Chapters 27 & 29

<b>4/22/15</b>	<b>Board Development Quiz #10 (due by 11:59 4/21/15)</b>	
<b>WEEK 14 4/29/15</b>	<b>Public Health Law Public Health Organizations</b>	Finalize semester assignment and prepare for oral report
<b>WEEK 15 5/6/15</b>	<b>Student Presentations</b>	Prepare for Exam II
<b>WEEK 16 5/13/15</b>	<b>Exam II – covers Chapters 15-20; 22-23; 25; 27; and 29 and classroom lectures</b>	

\* 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.