HPER C510: Organization and Administration Of Public Health Programs

Spring 2013 (Section 17706)  
Thursdays 5:45-8:15pm  
Psychology (PY) 226

COURSE SYLLABUS

Instructor: Hsien-Chang Lin, PhD, Assistant Professor  
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Office: SPH/HPER Building Courtyard C021  
Office Hours: Tuesdays 1:30-3:00 PM, or by appointment

Contacting the instructor:  
- Email: preferably using any of your IU email accounts.  
- Oncourse Message: be sure to check the “Send Cc” box to send me a copy to my email address.  
- Try not to call my office phone unless you have an emergency.

Course Description: This course is one of the core requirements for all MPH students under the School of Public Health at Indiana University—Bloomington. This course will cover the organizational structure and function of public health systems, policies, and programs at the local, state, and federal levels in the US. Official agencies, voluntary agencies, and health-related activities in the private sector are considered. Topics covered in this course include health services/public health organizations/programs, financing, workforce, costs & quality issues, and organizational management. This course will provide an overall picture as well as many specific elements of health services/public health organizations in the US.

Prerequisites: No prerequisite requirements.

Core MPH Competencies: This course serves to fulfill the core requirement in the area of public health administration for students pursuing the MPH degree. This course therefore should facilitate the attainment of the following two core competencies for MPH students:  
1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems.  
2. Apply the principles of management and evaluation in organizational initiatives.
Course Objectives: By the end of this course, students will be able to explain how health services and public health programs are organized, administered, and managed in the US. Students will also be able to apply concepts and techniques commonly used to analyze issues of current US health services and public health programs. As a result of taking this class, the student will be able to achieve the above core MPH competencies of public health administration. Detailed goals of each course section are listed elsewhere in this syllabus with section topics and readings.

Course Materials: 1. Required Texts:
   (c) Other required readings are put on the Oncourse course website.

2. Recommended Texts:

Course Requirements and Grading: The final course grade will be based on your performance on one group project, one mid-term exam, one final exam, and your class participation:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group project</td>
<td>35%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Grading Scheme:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
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</tbody>
</table>

1. Group Project (35%):
Students will form (maximum 8) groups of 6-7 each and work collectively in completing a group project which requires students to survey a public health organization (or a part of the organization) within or outside the US and understand the missions of the organization, and how this organization is administered and managed. Students will learn and identify the current issues of this organization and propose possible solutions to those issues based on the concept, facts and procedures learned in class.
Each group of students will submit two intermediate progress reports and a final term paper, and the final product will be presented in class. Details of the intermediate and final products are posted on the Oncourse course site. This group project is to evaluate students’ fulfillment of all the three **core MPH competencies 1-2** at the end of the semester.

The group project accounts 35% of the final course grade and is composed of the following items:

- Progress report (I): 5%
- Progress report (II): 5%
- Final presentation: 8%
- Final term paper: 12%
- Group peer-assessment: 5%
- Total: 35%

All assignments must be submitted through the individual student’s or the project group leader’s Oncourse “Assignments”. Each assignment is due at noon on the due date as indicated on the course schedule. 20% points per day will automatically be deducted from assignments handed in late without prior approval.

2. **Mid-Term Exam (30%)**:  
An in-class, closed-book, closed-note mid-term exam is scheduled on Feb. 28 to evaluate students’ fulfillment of the **core MPH competency 1**. A list of key concepts for review will be provided prior to the exam. The format of the exam will be: (1) multiple-choice, (2) short-answer, and (3) short-essay questions. There will NOT be questions for bonus points. Students with English as the second language can bring a dictionary with prior approval by the instructor.

3. **Final Exam (25%)**:  
An in-class, closed-book, closed-note final exam is scheduled on Apr. 30 (7:15-9:15pm) to evaluate students’ fulfillment of the **core MPH competencies 1 and 2**. The format of the exam will be: (1) multiple-choice, (2) short-answer, and (3) short-essay questions. You will NOT be asked questions specifically on the materials covered in the mid-term exam, but some of the questions are likely to refer to materials previously covered. There will NOT be questions for bonus points. Students with English as the second language can bring a dictionary with prior approval by the instructor.

4. **Class Participation (10%)**:  
All students are expected to prepared, attend and participate all classes. Students are to inform the instructor ahead of time of a planned absence
from class. The instructor should be informed medical excused absence when possible. If you miss a class for any reasons, it is your own responsibility to obtain notes from your classmates.

Students are encouraged to preview assigned readings and lecture Powerpoint slides in advance of the lecture. This will benefit your understanding of lecture materials in class.

Class participation accounts 10% of the final course grade and is composed of the following items:

- **Attendance:** 5%
- **Participation:** 5%
- **Total:** 10%

### 5. Bonus Points (2%):

All enrolled students are encouraged to complete the online self-assessment for this course at both the beginning (pre) and end (post) of this course by **Jan. 17** (pre) and **May 2** (post). Please log on to the MPH Competency Tracker at [https://www.indiana.edu/~hperweb/mphcptencies/index.php](https://www.indiana.edu/~hperweb/mphcptencies/index.php) and submit your own assessment. Students who complete BOTH the pre- and post-assessment will be given 2 bonus points on the final course grade.

**Course Format:**

1. **Lectures:**

   This course will primarily be carried out by lectures by the instructor or guest speakers. Powerpoint slides of all lectures will be posted on Oncourse in advance of each class. Students should bring the slide presentation to class; hard copies of any slides will NOT be provided in class. Revision of slides is possible and will be announced via Oncourse or in class. Be sure to keep your slides updated.

2. **To-Do Lists:**

   The instructor will provide a to-do list at least two days prior to each class, which will be posted on Oncourse. The instructor will announce articles to read or skim as well as other class logistics via the to-do lists. Students are expected to check the lists before and after every class and before exams.

3. **Practice Questions:**

   A set of practice questions will be provided and posted on Oncourse once a while. These practice questions will be based on course materials and objectives and are provided for students to review, to think deeply and to apply course materials to real life scenarios. Students are NOT required to hand in the answers but are encouraged to write up full answers actively for their own benefit. Similar ones to these practice questions may be in
the exams. Answers to these practice questions will be discussed in class but NO documented answers will be provided by the instructor.

4. Student Presentations:
Students will present their final group projects at the end of the semester. Length of presentation will depend upon the number of class enrollment. Details of student presentations will be announced in a document posted on Oncourse later during the semester.

Course Policies:

1. Academic Honesty:
Academic and personal misconduct by students in this class are defined and will be dealt with according to the procedures in the IU Code of Student Rights, Responsibilities, and Conduct (find the code at http://www.iu.edu/~code/code/index.shtml). Included among dishonest behaviors in an academic setting are cheating (using or attempting to use unauthorized assistance, materials, information, or study aids in an academic exercise), fabrication (falsifying or inventing information in an academic exercise), plagiarism (adopting or reproducing of ideas, words, or statements of another person without appropriate acknowledgement), interference (stealing, changing, destroying, or impeding another student's work), and facilitating (intentionally or knowingly helping or attempting to help another student commit an act of academic misconduct).

Such misconduct, regardless of degree, will not be tolerated and will be referred to the IU Division of Student Affairs for possible sanction. Students who conduct academic dishonesty may be given an F* course grade which can never be replaced on the transcript by retaking the course.

2. Classroom Etiquette:
Because of the distracting nature, use of electronic devices such as laptops and tablets is allowed for only course-related purposes. Audio and video recording is NOT allowed unless prior approval by the instructor. Please mute all electronic devices during class. Cell phone rings and inappropriate use of electronic devices during classes will result in poor grades of class participation and the student may be asked to leave the classroom.

Carrying on personal conversations during class sessions is disruptive to those around you and interferes with learning. Carrying on personal conversations or engaging in other behavior that interferes with student learning with result in very poor grades of class participation. Students who are chronically disruptive may receive poor class participation grades and be asked to drop the course.
3. Re-evaluation of Assignments and Exams:
If you have a concern about a grade of your exam or written assignments, you can submit a brief written request for a re-evaluation within 3 days of receiving a grade. Please clearly state why you believe a re-evaluation is warranted. However, change of grades is not guaranteed.

4. Students with Special Needs:
As a public health student, you are supposed to be more aware of your personal needs especially on physical and mental health, and how these needs can be accommodated and fulfilled. Do not hesitate to act if you are in following needs:
Any students with special needs such as vision and hearing impairment, dyslexia, etc., should talk to the instructor privately during the first two weeks of the semester in order to ensure that reasonable accommodations can be made. Please contact the IU Office of Disability Services for Students (http://studentaffairs.iub.edu/dss) if needed.

During the process of pursuing higher education, students may occasionally have personal or study-related issues which interfere with their academic performance. If you find yourself facing problems which influence your coursework, you are encouraged to talk with the instructor. Or furthermore, you may seek for assistance at the Counseling and Psychological Services (http://healthcenter.indiana.edu/counseling). They provide two free sessions per semester for enrolled students. In addition, Student Academic Center (http://sac.indiana.edu) provides all sorts of seminars and courses which teach you how to learn and help you enhance your learning capabilities.

International students with English as their second language may consult with the instructor if English is a barrier to their coursework. For written assignments, you may seek for assistance at the Writing Tutorial Services at the Wells Library (http://www.indiana.edu/~wts). This service is offered for free to ANY IU student at IU Bloomington.

5. Religious Observation:
In accordance with the Office of the Vice Provost for Faculty and Academic Affairs guidelines, any student who wishes to receive an excused absence from class must submit a request form to the course instructor by the end of the 2nd week of the semester. The form must be signed by the instructor, a copy retained by the instructor, and the original returned to the student.

Information about the policy on religious observation can be found at: https://www.indiana.edu/~vpfaa/academicguide/index.php/Policy_H-10.
You can download the request form at:  

6. Course Evaluation:  
It is the policy of the School of Public Health to evaluate all courses taught through the School. Final student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of evaluators.

7. Feedback to Instructor:  
To teach is to learn. Unsolicited positive or negative feedback is welcome to be given to the instructor during the entire semester. Your final grade will NOT be influenced by any of the feedback given to the instructor.
<table>
<thead>
<tr>
<th>Section</th>
<th>Date</th>
<th>Topic</th>
<th>Competency</th>
<th>Due Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 10</td>
<td>Introduction of public health administration and overview of course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan. 17</td>
<td>Governmental public health organizations: federal, state and local governments</td>
<td>1</td>
<td>Personal self-assessment (pre)</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 24</td>
<td>Community-based public health organizations [Documentary: Prohibition [Episode 1]]</td>
<td>1</td>
<td>Group member list</td>
</tr>
<tr>
<td>4.1</td>
<td>Jan. 31</td>
<td>Health services (1): hospital system and other health care facilities</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Feb. 7</td>
<td>Health services (2): health care financing—health insurance</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Feb. 14</td>
<td>Health services (3): cost and quality control</td>
<td>1</td>
<td>Project progress report (I)</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 21</td>
<td>Public health and health care workforce</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>Feb. 28</td>
<td>MIDTERM EXAM</td>
<td>1</td>
<td></td>
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<tr>
<td>6</td>
<td>Mar. 7</td>
<td>Perspectives on organizational management: introduction, organizational culture, organization identification, strategic planning, and fundraising</td>
<td>1, 2</td>
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<td></td>
<td>Mar. 14</td>
<td><strong>Spring recess—NO CLASS!</strong></td>
<td></td>
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<tr>
<td>7</td>
<td>Mar. 21</td>
<td>Leadership for public health [Guest speaker: Dr. Deborah Getz at IU SPH] Human resource management (1): work ethics, professionalism, work motivation, and commitment</td>
<td>1, 2</td>
<td>Project progress report (II)</td>
</tr>
<tr>
<td>8.1</td>
<td>Mar. 28</td>
<td>Human resource management (2): performance, emotion, coping, job satisfaction, and turnover [Guest speaker: Paula French at Step-Up Inc.]</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Apr. 4</td>
<td>Operations research in public health, public health informatics, and program evaluation</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>10.1</td>
<td>Apr. 11</td>
<td>Student presentations (1)</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>10.2</td>
<td>Apr. 18</td>
<td>Student presentations (2)</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>10.3</td>
<td>Apr. 25</td>
<td>Student presentations (3)</td>
<td>1, 2</td>
<td>Personal self-assessment (post)</td>
</tr>
<tr>
<td>11</td>
<td>Apr. 30</td>
<td>Student presentations (3)</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overall review and concluding remarks</td>
<td>1, 2</td>
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**Note:** Schedule subject to change; announcements will be made in class.
Each assignment is due at noon on the due date as indicated.

*The final exam is on Tuesday, Apr. 30, 2013, 7:15-9:15pm.

**The group project final paper and peer-assessment are due on Thursday, May 2, 2013.

**Course competencies:**
1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems.
2. Apply the principles of management and evaluation in organizational initiatives.
Section Topics, Goals and Required Readings

Section 1: Introduction of Public Health Administration and Overview of Course (Jan. 10)

Goals:
- To recall the scope of this course—what is and is not included in the course content.
- To describe the course format and course requirement.
- To construct an overall picture of public health practice and organizations in the US.

Readings:
- BG Chapters 1, 3.
- IOM Chapter 1 (pages 28-41 only).

Section 2: Governmental Public Health Organizations (Jan. 17)

Goals:
- To describe the federal governmental public health organization in the US.
- To differentiate the roles and responsibilities of the state and local public health agencies.
- To explain the functions of county or local health departments.

Readings:
- IOM Chapter 3.

Section 3: Community-Based Public Health Organizations (Jan. 24)

Goals:
- To describe the functions and structures of community-based, non-governmental public health entities.
- To explain the definition and framework of community and participatory public health.
- To analyze the current issues of community-based public health organizations in the US.
- To describe the initiatives of community-based, non-governmental public health entities.
Readings:
- IOM Chapter 4 and Appendix B.
- [Internet] The documentary *Prohibition (Episode 1: A Nation of Drunkards)* by Ken Burns: http://www.pbs.org/kenburns/prohibition/watch-video/#id=2082675582

Section 4: Health Services Organizations

4.1 Hospital Care System and Other Health Care Facilities (Jan. 31)
Goals:
- To describe the hierarchy of health services facilities and how are they organized.
- To explain the hospital-physician relationships.
- To identify the array of programs that comprises health care services.

Readings:
- BG Chapters 4-6, 12.

4.2 Health Care Financing—Health Insurance (Feb. 7)
Goals:
- To describe the meaning of health insurance and its influence on health behavior.
- To explain what is managed care and how does it influence the health care industry in the US.
- To restate the enrollment, coverage and financing of Medicare, Medicaid, and SCHIP.

Readings:
- BG Chapter 2.

4.3 Cost and Quality Control in Health Care (Feb. 14)
Goals:
- To recognize the current issues of costs and quality of health care in the US.
- To identify possible solutions to the rising health care costs in the US.
- To discuss possible approaches to health care quality control in the US.
Section 5: Public Health and Health Care Workforce (Feb. 21)

Goals:
- To describe the composition of public health and health care workforce.
- To identify the roles and functions of public health and health care workforce.
- To discuss the current issues and challenges of public health and health care workforce.

Readings:
- **BG** Chapter 7.

Section 6: Perspectives on Organizational Management: Introduction, Organizational Culture, Organization Identification, Strategic Planning, and Fundraising (Mar. 7)

Goals:
- To describe the scope of organizational management in public health.
- To discuss how organizational culture and identification play the roles in organizational management.
- To explain how strategic planning, negotiation and budgeting can be carried out in a public health organization.

Readings:
Section 7: Leadership for Public Health (Mar. 21)

Goals:
- To describe the leadership principles in public health.
- To discuss how leadership plays the roles in organizational management.

Readings:

Section 8: Human Resource Management

8.1 Work Ethics, Professionalism, Work Motivation, and Commitment (Mar. 21)

Goals:
- To describe work ethics and its relationship with law.
- To explain what is professionalism and how can it play a role in public health.
- To restate what are work motivation and commitments, and how do they influence human resources within an organization.

Readings:

8.2 Performance, Emotion, Coping, Job Satisfaction, and Turn Over (Mar. 28)

Goals:
- To explain what are work performance and job satisfaction.
- To describe how work performance and job satisfaction may influence coping and job turn over.
- To describe how emotion can influence the operation of an organization.

Readings:
Section 9: Operations Research in Public Health, Public Health Informatics, and Program Evaluations (Apr. 4)

Goals:
• To explain what is operations research and how can it be applied in public health management.
• To describe what is health informatics and how can it be applied in public health practice and research.
• To describe what is program evaluations in public health and how can it be applied in public health practice.

Readings:

Section 10: Student Presentations (Apr. 11, 18 & 25)

Goals:
• To obtain organization information and identify personal preferences for future MPH internship.
• To describe and to identify the current issues of an organization.
• To apply the concept, facts and procedures learned in class to propose possible solutions to the current issues of an organization.

Readings:
• No readings!

Section 11: Overall Review and Concluding Remarks (Apr. 25)

Goals:
• To recall the overall picture of public health organization and the topics covered in this course.
• To evaluate if the three MPH core competencies and course objectives are fulfilled.
• To find potential related MPH courses to take for future study.

Readings:
• **BG** Chapter 17.