Health Systems, Policy and Management
SPHL 6070 -- Section TBD
Fall 2018

COURSE SYLLABUS

CLASS SESSIONS
Wednesday/Friday, 9:00AM – 10:15AM, Downtown/TW
Tuesday/Thursday 2:30PM – 3:45PM, Downtown/TW

INSTRUCTOR
Mark Diana, [Insert Degree]
[Insert Phone], [Insert Email]
[Insert Office Location]; [Insert Office Hours]

TEACHING ASSISTANT(S) [if applicable]
[Insert Name] [Insert Email]
[Insert Office Hours]

DESCRIPTION
SPHL 6070 Health Systems, Policy and Management is one of five interdisciplinary courses that contribute to the foundational competencies required of graduates with professional degrees in public health. SPHL 6070 exposes students to the complexities, scope, and impact of decisions affecting public health. It provides a survey of public health and health care systems, policy and management principles used in public health settings. Class discussion and exercises provide opportunities for students to apply principles and skills to their own areas and career interests. This course is a requirement for all students in the MPH, MSPH, and MPH&TM degree programs.

PREREQUISITE or CONCURRENT
No prerequisite. Students should take other foundational courses concurrently in order to complete the foundational curriculum within the first year of matriculation.

LEARNING OBJECTIVES
Students who successfully complete the course requirements will have accomplished key learning objectives and addressed a portion of the foundational PH competencies required by the 2016 CEPH criteria. Students will apply systems thinking concepts, communication strategies and demonstrate interprofessional practice in the achievement of the following objectives.

Learning Objectives (CEPH D2 found competencies addressed) Students who successfully complete the course requirements will have accomplished a portion of the foundational PH competencies required by the 2016 CEPH criteria.	Signature Activity/Assessment Aligned with Learning Objectives Students will apply systems thinking concepts, communication strategies and demonstrate interprofessional practice in the achievement of the following objectives.
1. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings. (D2 5)	Written Analysis Assignment #2 -- Comparative Health Systems • Individual student assignment in which they choose countries to explore, using systems thinking principles to compare the structure and function of health systems. • Part of this assignment involves comparing the 2 countries' systems with that of the US, identifying stakeholders, comparing common metrics such as financing, outcomes, and access, analyzing health disparities, describing benefits and drawbacks, and considering barriers to implementation.
2. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels (D2 6)	Written Analysis Assignment #3 -- Policy Proposal & Advocacy Plan (Communication & Advocacy) • Students will select a bill or policy related to public health and conduct an external stakeholder analysis, outline issues of health equity and structural bias, assess ethical issues, and develop a short advocacy plan to pass this policy at the state or federal level. Group Assignment #3 -- (TBD) Communication and Advocacy
3. Explain basic principles and tools of budget and resource management (D2 10)	Applied Assignment #5 -- Creating a Budget and Project Plan • Students will define a small project of professional interest to them and apply quantitative tools/project management software (i.e. ProjectLibre) to develop a Gantt Chart, PERT Diagram, critically evaluate the anticipated timeline to desired deadlines, assess risk, and stakeholder communication. This project will directly address issues related to resource management (e.g. human resources, procurement, etc.) Students are expected to apply systems thinking concepts related to connections, downstream (and unanticipated) consequences, multi-causal relationships and other systems thinking principles.
4. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence (D2 12)	Written Analysis Assignment #1 -- Today's Public Health Challenges and Public Health Efforts • Individual student assignment in which they choose a health issue from those listed in Healthy People 2020 to explore. Using system's thinking principles, students answer guided questions that allow them to apply learned models of the policy making process, recognize the role of ethics, and use specific evidence-based metrics from which to draw conclusions about how to address 3 specific objectives central to the chosen issue. • Students must also identify governmental agencies (national, state and local) and non-governmental organizations addressing topic objectives, and comment on ethical and legal challenges and policy. Students are evaluated with a rubric to ensure integration of systems thinking concepts related to connections, downstream (and unanticipated) consequences, multi-causal relationships, and other systems thinking principles.
5. Advocate for political, social or economic policies and programs that will improve	Written Analysis Assignment #1 - Today's Public Health Challenges and Public Health Efforts • As part of this assignment, students identify 2 populations disproportionately impacted by the health issue

Learning Objectives (CEPH D2 found competencies addressed) Students who successfully complete the course requirements will have accomplished a portion of the foundational PH competencies required by the 2016 CEPH criteria.	Signature Activity/Assessment Aligned with Learning Objectives Students will apply systems thinking concepts, communication strategies and demonstrate interprofessional practice in the achievement of the following objectives.
health in diverse populations (D2 14)	they've chosen to analyze. For each population, students provide relevant health statistics and discuss ways that policy and programs can address these health disparities. • Part of this assignment also involves an assessment of stakeholder risks and tensions, and the interplay of cost, quality, and access.
6. Evaluate policies for their impact on public health and health equity (D2 15)	Written Analysis Assignment #3 -- Policy Proposal and Advocacy Plan • Students will select a bill or policy related to public health and conduct an external stakeholder analysis, outline issues of health equity and structural bias, assess ethical issues, and develop a short advocacy plan to pass this policy at the state or federal level.
7. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (D2 16)	Written Analysis Assignment #4 -- Organizational Direction • Individual student assignment in which students choose an actual non governmental health organization and use learned principles of leadership and management in analyzing the vision, structure, culture, strategies, financing, stakeholders and evidence of mission for the organization as determined by web presence, the student's personal experience with the organization, and primary sources. • Part of the assignment involves determining key decisions and strategic planning efforts based on a thoroughly researched SWOT analysis.
8. Apply negotiation and mediation skills to address organizational or community challenges (D2 17)	Written Analysis Assignment #3 -- Policy Proposal and Advocacy Plan • Students will select a bill or policy related to public health and conduct an external stakeholder analysis, outline issues of health equity and structural bias, assess ethical issues, and develop a short advocacy plan to pass this policy at the state or federal level.

ASSESSMENT of LEARNING and GRADING POLICY
Student grades will be based on:
Individual Assignments 35%
Case/Class Exercises.................. 5%
Tests..50%
Attendance 10%

Grades are reported as follows:

Letter Grade	Percentage	GPA Points
A	94% and above	4.00
A minus (A-)	90-93.9%	3.67
B plus (B+)	87-89.9%	3.33
B minus (B-)	80-82%	2.67
C	70-79.9%	2.00
F	Less than 70%	0.00

Required Assignments, Projects, Discussions, Activities:

Attendance: Due to the highly interactive nature of this course and material presented in lecture, attendance is required, and roll will be taken in each class. Students are allowed four absences during the semester that does not count against their attendance grade.

Written Analysis Assignment #1 -- Today's Public Health Challenges and Public Health Efforts
Students select a Healthy People 2020 Topic (from the set of 41) as the focus of this assignment. For that topic they: identify and comment on HP2020 quantitative measures, identify governmental agencies (national, state and local) and non-governmental organizations addressing this topic's objectives, and comment on ethical and legal challenges and policy. Students are expected to apply systems thinking concepts related to connections, downstream (and unanticipated) consequences, multi-causal relationships, and other systems thinking principles.

Written Analysis Assignment #2 -- Comparative Health Systems
Students will compare two countries of their choosing (OECD and one developing) to the US on the bases of organization/structure, financing, outcomes, and access. Students are expected to apply systems thinking in their comparison of country health systems, assessment of stakeholder risks and tensions, and the interplay of cost, quality, and access.

Written Analysis Assignment #3 -- Policy Proposal and Advocacy Plan
Students will select a bill or policy related to public health and conduct an external stakeholder analysis, outline issues of health equity and structural bias, assess ethical issues, and develop a short advocacy plan to pass this policy at the state or federal level.

Written Analysis Assignment #4 -- Organizational Direction
Students will conduct an organizational analysis of a nongovernmental health organization of their choice, including mission, vision, strategies, financing, culture and stakeholders. Students will conduct SWOT and TOWS analyses for this organization based on their research.

Applied Assignment #5 -- Creating a Budget and Project Plan
Students will define a small project of professional interest to them and apply quantitative tools/project management software (i.e. ProjectLibre) to develop a Gantt Chart, PERT Diagram, critically evaluate the

anticipated timeline to desired deadlines, assess risk, and stakeholder communication. This project will directly address issues related to resource management (e.g. human resources, procurement, etc.) Students are expected to apply systems thinking concepts related to connections, downstream (and unanticipated) consequences, multi-causal relationships and other systems thinking principles.

Tests:
Students will take two tests, one at the midway point in the semester and the second at the end of the semester. Tests will be in class and closed book and will include a combination of multiple choice, true/false, matching and short answer questions.

COURSE POLICIES

Assignments are due on the date/time posted on the assignment. "Midnight" deadlines mean at the end of the day indicated, New Orleans time (CDT). Penalties apply for late assignments (10% penalty for each 24 hours past deadline, with the maximum proportion of points that can be lost at 50%). Assignments are graded on a 10-point scale, with full credit provided for thoughtful, on target, complete, and well-researched worth with proper citations (using APA or AMA style). Points are docked for incomplete or minimalist work, or insufficient/incomplete citations. Assignments must reflect students' individual work with outside resources cited.

Tests will be given on the date specified in the syllabus during regularly scheduled class time. Exams are closed-book, and collaboration is strictly prohibited. Requests for accommodation must be made at the start of the semester and include proper documentation.

COURSE STRUCTURE

This course will be conducted primarily in a lecture and discussion format. Lecture slides will be provided on Canvas, and students will be expected to read required materials posted to Canvas prior to lecture and participate in class discussions. The course will also include in-class interactive exercises.

MATERIALS, READINGS, RESOURCES

Required:
This course does not have a required textbook. Readings and other learning materials, including videos and online learning modules, will be posted on Canvas. Students are expected to complete all readings prior to the class that they are assigned.

Recommended:
Supplemental resources will be provided in Canvas as needed and marked "supplemental" for students wishing to investigate selected topics on their own.

TULANE SPHTM POLICIES AND EXPECTATIONS

Students and faculty have a shared commitment to the School's mission, values and motto.
http://sph.tulane.edu/mission-and-values

Academic Integrity:
Students are required to adhere to the SPHTM Honor Code, available online at
https://tulane.box.com/v/honor-code-FULL.

Academic standards policies for Master's Programs are also available online at
https://tulane.box.com/v/policy-academic-stand.

Educational web sites may contain study guides for specific courses offered by Tulane University. While
these sites can be useful learning tools, they should not contain information taken directly from Tulane
courses. Tulane University considers lecture slides, recordings, videos, handouts, materials on Canvas,
assignments, quizzes, and test questions to be proprietary. Web sites that offer these proprietary materials
should be reported to the course instructor(s) and/or to the Dean's office. The use of unauthorized web
sites that contain Tulane University's proprietary educational materials is considered a violation of the
school's honor code.

Disability Access and Accommodations:
It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act
(Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as
amended), and state and local requirements regarding individuals with disabilities. Under these laws, no
qualified individual with a disability shall be denied access to or participation in services, programs, and
activities of Tulane University.

The Goldman Center for Student Accessibility offers assistance to all students and employees of Tulane,
and accommodates them with modifications to their academic and work environments.
http://accessibility.tulane.edu/

Tulane's One Wave Initiative
Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people.
As "One Wave," Tulane is committed to providing an environment free of all forms of discrimination
based on race, ethnicity, creed, religion, gender, gender identity and sexual orientation, as well as all
forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you
(or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault
or sexual harassment, know that you are not alone. Resources and support are available. Learn more at
onewave.tulane.edu. Any and all of your communications on these matters will be treated as either
"Strictly Confidential" or "Mostly Confidential" as explained in the chart below.

Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.	Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.
Counseling & Psychological Services (CAPS) | (504) 314-2277	**Coordinator of Violence Prevention | (504) 314-2161**
Student Health Center | (504) 865-5255	**Tulane University Police (TUPD) | (504) 865-5911**
Sexual Aggression Peer Hotline and Education | (504) 654-9543	**Office of Institutional Equity | (504) 862-8083**

COURSE SCHEDULE

Session# Date	Topic	Assignments/Assessments Due*	Learning Objective(s) Addressed
		In-class Exercises/Activities**	
I	Introduction - Course Intro - Systems Thinking		1
2	Introduction - Ethics		2, 4
3	Public Health /Healthcare Systems - Public Health System and Agencies	Assignment 1: Healthy People 2020	1
4	Public Health /Healthcare Systems - Delivery		1
5	Public Health /Healthcare Systems - Insurance and Financing		1
6	Public Health /Healthcare Systems - Insurance and Financing		1
7	Public Health /Healthcare Systems - Comparative Health Systems	Assignment 2: Comparative Health Systems, Financing, Delivery	1
8	Public Health /Healthcare Systems - Environmental Health and Disaster Preparedness		1, 4
9	Policy - Law as a Policy Tool in Public Health		1, 4
10	Policy - Policy Process		4
11	Policy - Policy Process		4
12	Policy - Policy Evaluation		4, 6
13	Policy - Health Equity and Structural Bias		2, 4, 5
14	Test 1		

15	Policy - Communications and Public Relations	Assignment 3: Communications and Advocacy	4, 5
16	Policy - Advocacy and Stakeholders		2, 4, 5
17	Management - Organizations and Mission, Vision and Strategy		7
18	Management - Governance and Culture		7
19	Management - Leadership Styles	Assignment 4: Organizations	7
20	Management - Management and Communication		7
21	Management - Human Resources: Motivation and Empowerment		3, 7
22	Management - Budgeting		3, 7
23	Management - Project & Resource Management	Assignment 5: Project Management	3, 7
24	Management - Project & Resource Management		3, 7
25	Management - Collaboration and Teamwork		7
26	Management - Negotiations and Mediation	In-class Negotiation/Mediation Activity	7, 8
27	Management - Negotiations and Mediation		7, 8
28	Test 2		

**In-class schedule may be subject to change