

Saint Leo University

HCA 498

Health Planning and Policy Management

Course Description:

A course that integrates health services planning, organization, management and evaluation. Policy formulation and management are studied.

Prerequisites:

MGT 301, HCA 402, and taken during the last 15 hours of residency

Textbooks:

Issel, L. M., Wells, R. (2018). *Health program planning and evaluation: A practical systematic approach for community health*. (4th ed.). Burlington, MA: Jones and Bartlett. ISBN: 978-1-284-11211-5

Reference Materials:

Healthy People 2010, www.healthypeople.gov/

Centers for Disease Control, www.cdc.gov/

Course Objectives:

1. Explain strategic management and planning.
2. Explain operational health planning models including SWOT.
3. Identify the types of goals commonly utilized in health planning.
4. Determine operational health program evaluation models and health planning documentation models.
5. Identify the component parts, design strategies, uses, and application of a management information system in health planning.
6. Explain the development of organizational policy and the process of implementing organizational change.
7. **VALUE OUTCOME:** Explain the relevance of *Excellence* and *Integrity* in the context of health care policy analysis.

Competency Areas and Levels:

This course will guide the students to develop the following professional competency areas from the curriculum-wide competency model, Section VII):

Health Leadership Competency Model of the National Center for Healthcare Leadership

- Professional Competency Development to Level 4 (Analytical thinking)
- Professional Competency Development to Level 3 (Ethics in management)
- Professional Competency Development to Level 2 (Change leadership, communication skills, human resource management, information technology management, professionalism, strategic orientation, systems thinking, team leadership)

- Professional Competency Development to Level 1 (Financial skills)

Affective Domain of Learning

Professional Competency Development in the Affective Domain (to level 3) Self-reflection, development of student interests, attitudes, and values

Saint Leo University Core Values

Professional Competency Development in Saint Leo University Core Values (to Level 3)

Levels of Competency Mastery

Level 1: Comprehend (e.g., define, describe, explain, summarize)

Level 2: Apply (e.g., use, demonstrate, illustrate, and calculate)

Level 3: Analyze (e.g., examine, distinguish, compare, and contrast)

Level 4: Evaluate (e.g., weigh- recommend, conclude, justify and advocate)

Level 5: Create (e.g., propose, design, formulate, plan)

Assignments:

Exams:

Each student is responsible for reading the assigned material and then completing the Midterm and Final Exams by Sunday 11:59 PM EST/EDT of Modules 4 and 8 respectively. The Midterm Exam will cover materials from Modules 1-4, and the Final Exam will cover materials from Modules 5-8. No exams are accessible past the due date and time.

Discussion Board:

The Discussion Board provides each student the opportunity to pose questions and interact. Students can learn from each other by exchanging ideas and approaches learned from both experience and study. The Discussion board is organized by module discussion topics.

The discussion question is worth 20 points each.

The points will be assigned in the following manner:

1 quality posting = 10 points (50%)

2 quality postings = 15 points (75%)

3 quality postings = 20 points (100%)

Term Paper:

The student will develop an 8-10 page paper on a community health assessment for program planning, including the benefits of incorporating components of various approaches to conducting a needs assessment, selecting the appropriate statistics for analysis of data and the target audience for the program.

Submit the Final Term Paper to **Chalk and Wire** using the link in the Module 7 folder. Students that do not submit this assignment to Chalk and Wire will receive a zero. This is a key program assessment; the results are used to ensure students are meeting program goals. Video and PDF instructions can be found on the course home page. PDF instructions are also located in the Start Here folder. **(Chalk and Wire is linked to Turnitin.)**

- The term paper is due in Module 7, and submission of the topic for instructor approval is due by the end of Module 2.
- The paper will utilize the APA format, double-spaced with 1-inch margins and a 12-point font.
- The cover sheet, table of contents, index, pictures, or excessive quotations do not count as the body of the paper.
- The professor reserves the right to make the determination what constitutes “excessive.”
- The paper file name will be your full name + the assignment name. e.g., jane_smith_AssignmentName.

Saint Leo University Core Values:

Students are expected to be mindful of the Benedictine core values of Saint Leo University when submitting work, interviewing outside resources, and working in groups.

Excellence: Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision and goals.

Integrity: The commitment of Saint Leo University to excellence demands that its members live its mission and deliver on its promise. The faculty, staff and students pledge to be honest, just and consistent in word and deed.

Evaluation:

Final grades will be earned based on the following scale:

Grade Score (%)	
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

In determining the final grade the following weights will apply:

Assignment	Total Percent
Exams (2)	20
Assignments (8)	40
Discussions (8)	20
Term Paper	20
Total	100

Module 1 Health Program Development and Relevance of Diversity

Objectives

When you complete this module, you should be able to:

- Articulate a definition of evaluation.
- Understand the relevance of the public health pyramid to health program planning and evaluation.
- List circumstances under which an evaluation is not recommended.
- Identify key steps in the planning process, and articulate ways in which diversity within a program affects various aspects of the evaluation.
- Assess the level of cultural competency of staff and self.
- Develop a plan of action to address diversity as it applies to program planning and evaluations.

Assignments:

Items to be Completed:	Due No Later Than:
Post an introduction to the class	Thursday 11:59 PM EST/EDT
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Assignment 1	Sunday 11:59 PM EST/EDT

Module 2 Planning for Health Programs and Services, and Community Health Assessment for Program Planning

Objectives

When you complete this module, you should be able to:

- Describe commonly used program planning models.
- Articulate the differences among six ethical frameworks.
- Understand the value of drawing upon a variety of approaches to the health planning process.
- Articulate the benefits of incorporating components of various approaches to conducting a needs assessment.
- Critique a plan for conducting a community health assessment.
- Understand the interaction among different types of needs.

Assignments:

Items to be Completed:	Due No Later Than:
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Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Assignment 2	Sunday 11:59 PM EST/EDT

Module 3 Program Theory and Interventions Revealed, Program Objectives and Setting Targets

Objectives

- When you complete this module, you should be able to:
- Establish program priorities based on an existing methodology.
 - Critique techniques used in public health for establishing program priorities.
 - Develop a causal statement of health problems chosen for attention.
 - Understand the implications of program theory, espoused theories, and theories-in-use for planning and evaluating a health program.
 - Develop a program theory and portray that theory in a variety of formats.
 - Distinguish between process and effect components of a health program.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Assignment 3	Sunday 11:59 PM EST/EDT

Module 4 Program Objectives and Setting Targets for Objectives. Program Implementation, Monitoring & Evaluation

Objectives

- When you complete this module, you should able to:
- Articulate the inputs and outputs of a service utilization plan of a program.
 - Determine the relevance of quality-improvement techniques to program monitoring.
 - Distinguish between process and effect objectives.
 - Develop realistic and achievable target values for objectives.

- Develop an operating budget for a program.
- Explain the importance of intervention fidelity.
- Quantify coverage of the program.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Assignment 4	Sunday 11:59 PM EST/EDT
Submit Term Paper topic for approval	Sunday 11:59 PM EST/EDT
Complete Midterm Exam	Sunday 11:59 PM EST/EDT

Module 5

Planning the Methods for Evaluating Intervention Effects

Objectives

When you complete this module, you should be able to:

- Select the optimal data collection strategy for assessing programmatic impact.
- Articulate the advantages and disadvantages of using different levels of measurement (i.e., nominal, ordinal, interval).
- Distinguish among impact documentation, impact assessment and impact evaluation.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Assignment 5	Sunday 11:59 PM EST/EDT

Module 6

Choosing Designs for Impact Evaluation, and Analyzing and Interpreting Evaluation Data

Objectives

When you complete this module, you should be able to:

- Identify strategies to avoid possible threats to internal and external validity.
- Describe the pros and cons of different sampling strategies.
- Select an appropriate indicator of the amount of change from a program, given different audiences and impact questions.
- Identify the elements of a persuasive statistical argument.
- Choose a statistical procedure, given the level of measurement.
- Explain the different types of accountability to which program managers are held.
- Select and apply the appropriate quality improvement visual display of processes.
- Take managerial actions to assure implementation fidelity.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Assignment 6	Sunday 11:59 PM EST/EDT

Module 7

Qualitative Methods for Planning and Evaluation

Objectives

When you complete this module, you should be able to:

- Select an appropriate qualitative design for process and effect evaluations.
- Describe the basic procedure for analyzing qualitative data.
- Develop qualitative methods to address evaluation questions.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit final Term Paper to Chalk and Wire	Sunday 11:59 PM EST/EDT
Submit Assignment 7	Sunday 11:59 PM EST/EDT

Module 8**Program Evaluator's Responsibilities****Objectives**

When you complete this module, you should be able to:

- Describe ethical responsibilities of evaluators.
- Explain the Institutional Board Review and Informed Consent process.
- Outline HIPAA and evaluation relationship.
- Define the responsible spin of data and information.
- Illustrate the concepts of responsible contracts, responsible evaluation quality, responsible dissemination, and responsible current practice.

Assignments:

Items to be Completed:	Due No Later Than
Read the assigned material	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Assignment 8	Sunday 11:59 PM EST/EDT
Complete Final Exam	Sunday 11:59 PM EST/EDT