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SENATE COUNCIL

## 1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 5/2/2013

1b. Department/Division: Dept Of Health Services Manage

1c. Contact Person

Name: Becki Flanagan

Email: becki@uky.edu

Phone: 218-2092

Responsible Faculty ID (if different from Contact)

Name: Alex F. Howard

Email: afhowa3@uky.edu

Phone: 218-2086

1d. Requested Effective Date: Specific Term/Year<sup>1</sup> Fall 2013

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 450

2c. Full Title: Managing Health Organizations to Improve Population Health

2d. Transcript Title: Managing Health Organizations

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course will introduce students to a number of foundational concepts related to leadership and management, specifically in the realm of health organizations (e.g., local and state health departments, hospitals, community clinics, etc.). In particular, this course will explore the areas of managing human and non-human resources, and improving agency performance. Students will have the opportunity to interact with managers and organizational leaders from a variety of health service agencies.

2k. Prerequisites, if any: CPH 201 or permission of the instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 75

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|TFBO222|Tyrone F Borders|Dept approval for ZCOURSE\_NEW CPH 450|20130206

SIGNATURE|BECKI|Rebecca L Flanagan|College approval for ZCOURSE\_NEW CPH 450|20130207

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE\_NEW CPH 450|20130207

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE\_NEW CPH 450|20130320

Courses	Request Tracking
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### New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

ID	Attachment
Delete 1787	Intro Mng CPH 450 Syllabus Fall 13 Howard final.do

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of: PUBLIC HEALTH Submission Date: 5/2/2013
- b. \* Department/Division: Dept Of Health Services Manage
- c.
  - \* Contact Person Name: Becki Flanagan Email: becki@uky.edu Phone: 218-2092
  - \* Responsible Faculty ID (if different from Contact): Alex F. Howard Email: afhowa3@uky.edu Phone: 218-2086
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup> Fall 2013
- e. Should this course be a UK Core Course?  Yes  No  
 If YES, check the areas that apply:
  - Inquiry - Arts & Creativity  Composition & Communications - II
  - Inquiry - Humanities  Quantitative Foundations
  - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
  - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
  - Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes<sup>4</sup>  No
- b. \* Prefix and Number: CPH 450
- c. \* Full Title: Managing Health Organizations to Improve Population Health
- d. Transcript Title (if full title is more than 40 characters): Managing Health Organizations
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: _____		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  Graduate School Grade Scale
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours: \_\_\_\_\_  
 If YES: Will this course allow multiple registrations during the same semester?  Yes  No

<sup>11</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>12</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>13</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, requires two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>14</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>15</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

**UNIVERSITY OF KENTUCKY  
COLLEGE OF PUBLIC HEALTH**

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**Course Syllabus**  
**CPH 450 001 Managing Health Organizations to Improve Population Health**  
**Fall 2013**

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**College of Public Health 207; MWF 9-9:50am**

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**Contact information**

Instructor: Alex F. Howard, DrPH, ATC  
Office- CPH 109B

Telephone: 859-218-2086

E-mail: ahowa3@uky.edu (preferred method of contact)

Office Hours: MWF 10-11am and 1-3pm; or by appointment

Department's Administrative Assistant:  
Tonya McGuire  
CPH Suite 105  
218-2041

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**Course description**

This course will introduce students to a number of foundational concepts related to leadership and management, specifically in the realm of health organizations (e.g., local and state health departments, hospitals, community clinics, etc.). In particular, this course will explore the areas of managing human and non-human resources, and improving agency performance. Students enrolled in this course will participate in class discussions and have regular course assessments related to textbook readings. In addition, students will have the opportunity to interact with managers and organizational leaders from a variety of health service agencies.

**Course rationale:**

The purpose of this course is to provide a basic understanding of the management principles and processes utilized in the management of health service organizations.

**Course prerequisites**

CPH 201, "Introduction to Public Health," or permission of the instructor

**Public Health Competencies for "Managing Health Organizations to Improve Population Health"**

Adapted from the ASPH's "Undergraduate Public Health Learning Outcomes Model" and the ASPH's "MPH Core Competency Model"

- Define public health and the roles of governmental and non-governmental public health agencies
- Identify the main components of the public health organization and issues related to the financing and delivery of health services

- Identify the legal and ethical bases for public health and health services
- Identify and assess the quality of health information sources used to inform decisions
- Demonstrate an understanding of the following core management principles: planning, organizing, managing human and non-human resources, leadership, and budgeting

**Student learning outcomes/ course objectives:**

Upon completion of this course to include exams, quizzes, case analyses, and guest lectures, the learner will:

- Recognize core management and leadership concepts
- Be able to identify a health service organization’s internal and external stakeholders
- Have the ability to apply conflict management techniques within an organization
- Describe the financial and economic aspects of a health service organization
- Be able to recognize and navigate the diverse cultures that exist within an organization
- Discuss ethics as they relate to management

**Textbooks**

Burke, R. E., & Friedman, L. H. (2011). *Essentials of Management and Leadership in Public Health*. Sudbury, MA: Jones & Bartlett.

Johnson, J. A., & Musch, S. D. (2013). *Multisector Casebook in Health Administration, Leadership, and Management*. Clifton Park, NY: Delmar, Cengage Learning.

**Course requirements and learner evaluation**

Course grades will be based upon evaluation of the following activities:

Evaluation Items	Points per Assignment	Points Possible (%)
Exams (4)	50	200 (40)
Chapter Quizzes (12)	15	180 (36)
Critical Case Analysis Papers (3)	25	75 (15)
Class Attendance (44)	1	44 (9)
Blackboard Check-In	1	1 (<1)
<b>Total Evaluations (64)</b>		<b>Total Points Possible= 500</b>

**Grade Earned**

- 450- 500=A
- 400- 449=B
- 350- 399=C
- 300- 349=D
- 0- 299=E

**Attendance**

Students will receive 1 point per class attended during the semester. Points awarded for attendance are not synonymous with class participation, but are solely a reflection of the student’s presence in the classroom during the time of lecture.

**Quizzes and Exams**



Both quizzes and exams in this course will assess the student's knowledge of material covered in lectures, readings, and presentations. Exams will consist of multiple choice, true/false, short answer, and brief essay questions. Similarly, quizzes will consist of multiple choice and true/false questions. The content assessed by each exam or quiz is specifically noted in the course schedule. The instructor will notify students, a week prior to their occurrence, if a deviation from the outlined schedule of exams/quizzes and their content is necessary.

### Midterm Evaluation

Students will be provided with notification of their midterm evaluation grade. This grade will reflect the student's performance throughout the first twenty-two (22) course meetings, to include: Exams 1 & 2; Quizzes 1-6; and Critical Case Analysis #1. A total of 237 points possible will have been assessed at this point.

### Final Examination

Final exams will occur December 9<sup>th</sup>- December 13<sup>th</sup>. The exam will be administered December 9<sup>th</sup> in CPH 207, normal course meeting location, and will begin at 10:30am. Per University policies, students will have two hours to complete the exam. This final exam will NOT be comprehensive; it will consist of the material covered after exam 3.

### Student Collaboration

Although students will not be evaluated and provided graded feedback in this area, collaboration with peers will occur throughout this course. Students will be asked to work together as small groups to analyze various case studies.

### Critical Case Analysis Paper

This paper shall consist of 2 pages of content, not including any title page or reference list that may accompany it. The paper should be written using 12 point font and double spacing. Students are expected to include at minimum, 2 professional references. The references should be used to enhance your analysis and should be cited throughout your paper and listed together at the end of your paper on the "References Cited" page. In addition, all pages should be numbered in the bottom right corner. More detail will be given regarding the content of these assignments as the semester progresses.

\*\*All papers should be submitted electronically through Blackboard.

### Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions. **Any student missing 5 (>10% of course meetings) or more classes due to unexcused absences will be assigned a grade of "E."** Excused absences are explained in detail below in the "Excused Absences Policy" section.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session. Students that are 5 or more minutes late will be assigned a Tardy. The same is true for students who leave class prior to its conclusion. **Three tardies will account for 1 unexcused absence.**
3. I expect you to actively participate in the classroom and blackboard discussions. This is not the type of class where you can "sit back and listen."
4. **All participants in this course are expected to treat one another with respect, regardless of differing opinions or perspectives on various matters and topics.**
5. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. **Grammar, syntax, and spelling will account for at least 10% of the grade for written work.**
6. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.

7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. Wikipedia **cannot** be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
9. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

### **Academic honesty**

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See [S.R. 6.3.0](#) (PDF) for the exact Senate Rules regarding academic offenses.

### **Accommodations**

**If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours.** In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu) or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability:

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

### **Religious observances**

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

### **Inclement weather**

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at [http://www.uky.edu/PR/News/severe\\_weather.htm](http://www.uky.edu/PR/News/severe_weather.htm) or you can call (859) 257-1754.

### **Excused absences policy**

Attendance, excused absences, and make-up opportunities for this course will conform to the course policies established by the Office of Academic Ombud Services as found at [www.uky.edu/Ombud/policies.php](http://www.uky.edu/Ombud/policies.php)

### **Late work policy**

Students that have missed an assignment due to an excused absence will be given the opportunity to complete that assignment for full credit. Students that have missed an assignment due to an unexcused absence and failed to notify the instructor of their intent to be absent a day prior to the due date of the assignment will be allowed to complete make up work with a 10% penalty to the maximum points possible. Missed quizzes and exams will be administered in the Instructor's office suite during designated office hours. **It is the responsibility of the student to work with the instructor to make arrangements regarding make up work** (i.e. the instructor

will not email students that have missed assignments and ask if they are interested in completing the assignment to prevent a grade of 0.) All make up assignments should be **completed within 1 week** of the students return unless otherwise stated by the instructor. All work that is received after its due date will incur a 10% grading penalty.

**Example: Tentative course schedule and topics for Spring 2013**

<b>Course Meeting Date and In-Class Agenda</b>		<b>Assignments and Due Dates</b>
Jan. 9	Course Introduction and Syllabus Review; Ch. 1 lecture	Post a "hello" message on Blackboard- due Jan. 10 <sup>th</sup>
Jan. 11	Review of Ch. 1 and Course Q&A	In-class Quiz 1(Ch. 1)
Jan. 14	Ch. 2 lecture	
Jan. 16	Case study	
Jan. 18	Review of Ch. 2 and Case	In-class Quiz 2 (Ch. 2)
Jan. 21	<b>NO CLASS</b>	
Jan. 23	Ch. 3 lecture	
Jan. 25	Case Study 2	
Jan. 28	Review of Ch. 3	In-class Quiz 3 (Ch. 3)
Jan. 30	Test Prep	
Feb. 1	<b>Test 1 (Chs. 1, 2, &amp; 3)</b>	<b>In-class Test 1 (Chs. 1, 2, &amp; 3)</b>
Feb. 4	Ch. 4 lecture	
Feb. 6	Case Study 3	
Feb. 8	Review of Ch. 4 and Case	In-class Quiz 4 (Ch. 4)
Feb. 11	Ch. 5 lecture	
Feb. 13	Case Study 4	<b>Critical Case Analysis #1 Due by Midnight</b>
Feb. 15	Review of Ch. 5 and Case	In-class Quiz 5 (Ch. 5)
Feb. 18	Ch. 6 lecture	
Feb. 20	Case Study 5	
Feb. 22	Review of Ch. 5 and Case	In-class Quiz 6 (Ch. 6)
Feb. 25	Guest Speaker	
Feb. 27	Test Prep	
Mar. 1	<b>Test 2 (Chs. 4, 5, &amp;6)</b>	<b>In-class Test 2 (Chs. 4, 5, &amp; 6)</b>
Mar. 4	MIDTERM of SEMESTER Ch. 7 lecture	
Mar. 6	Case Study 6	
Mar. 8	Review of Ch. 7 and Case	In-class Quiz 7 (Ch. 7)
Mar. 11-15	<b>SPRING BREAK</b>	
Mar. 18	Ch. 8 lecture	
Mar. 20	Case Study 7	<b>Critical Case Analysis #2 Due by Midnight</b>
Mar. 22	Review of Chapter 7 and Case	In-class Quiz 8 (Ch. 8)
Mar. 25	Ch. 9 lecture	
Mar. 27	Case Study 8	
Mar 29	Review of Ch. 9 and Case	In-class Quiz 9 (Ch. 9)
Apr. 1	Guest Speaker	
Apr. 3	Test Prep	
Apr. 5	<b>Test 3 (Chs. 7, 8, &amp; 9)</b>	<b>In-class Test 3 (Chs. 7, 8, &amp; 9)</b>
Apr. 8	Ch. 10 lecture	
Apr. 10	Case Study 9	
Apr. 12	Review of Ch. 10 and Case	In-class Quiz 10 (Ch. 10)
Apr. 15	Ch. 11 lecture	
Apr. 17	Case Study 10	<b>Critical Case Analysis #3 Due by Midnight</b>
Apr. 19	Review of Ch. 11 and Case	In-class Quiz 11 (Ch. 11)
Apr. 22	Ch. 12 lecture	
Apr. 24	Case Study 11	
Apr. 26	LAST DAY OF CLASS Review of Ch. 12 and Case	In-class Quiz 12 (Ch. 12)
Apr. 29-May 3 <b>FINAL EXAM</b>	Instructor will inform the class if the date is changed	<b>In-class Test 4 (Chs. 10, 11, &amp; 12)</b>