

PADM 561 Health Policy and Management

Spring Semester, 2021

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Class hours: Thursday 7 pm-9:30 pm on Zoom Office phone: 505.750.4359 Office hours: by appointment
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Course Description

This course will examine many of the critical policy and management issues currently facing public and nonprofit health care managers and policy makers. Key areas of discussion for this course will be: a) innovation and crisis management, c) supply chain management, d) inter-organizational collaboration and competition, e) social determinants of population and tribal health, f) organizational and network leadership, g) global health and pandemic, and h) resilience to systemic shocks. Most of the material covered is drawn from recent journal articles in health policy, medicine, public health, and management. The course will involve lectures, readings, student presentations, and discussion.

Course Objectives/Learning Outcomes

By the end of this course, the successful student will be able to:

1. appropriately and effectively apply management theory and organizational analysis to various public, nonprofit and tribal health care system settings
2. demonstrate knowledge of organizational behavior and major organization theories relevant to health administration
3. demonstrate knowledge of innovation and implementation challenges
4. demonstrate the ability to identify organizational challenges in the pandemic-induced sea changes in healthcare market and regulatory environment and generate solutions based on sound analysis.
5. Develop strong knowledge of global health, systemic shocks, and resilience at organization, system, community, and society levels.
6. develop analytic and writing skills to express oneself effectively in major organization theories in health care.
7. Work effectively in a group
8. demonstrate knowledge of hiring expectations and job application skills

Required Textbook:

Emanuel, E.J. (2020). Which Country Has the World's Best Health Care? PublicAffairs, New York.

Assignments and Grading

Assignments and Student Evaluation

Reading Reflection Postings

This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. For many, this course will mark entry to the network governance world. Your mind will want to wander while you are preparing for class meetings. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by 1-2 of the assigned readings for the **weeks a reflection is assigned** (see weekly assignments in the syllabus for dates and topics). You should give careful attention to all of the readings, but this assignment only requires you to address 2-3 readings. **DO NOT USE** newspaper articles as your seed reading, only use Academic Journal articles. **Reflect on major themes of the readings, note points that you do not understand, and consider what the reading means for public, nonprofit, healthcare managers and/or policymakers.** Post your reflection to the corresponding UNM Learn discussion string by midnight the day before the class meeting for which it was assigned.

Reading Reflection Posting Responses

You are required to further online discussion by commenting upon your colleague's postings for three weeks. You are also required to draw from a published academic or practitioner source (published within last 10 years, use APA citation and reference) . You are required to use APA citation and reference, for examples and guideline of APA in-text citations, see <https://guides.libraries.psu.edu/apaquickguide/intext>. Simple agreement with other students posting is not adequate, please draw from the cited source in a substantive way to elaborate, challenge, or contextualize the original posting.

Discussion Co-Lead

These discussion leadership opportunities are designed to let you take the initiative and bring in outside academic readings (at least 2, peer reviewed leading healthcare journals, such as Health Affair, The New England Journal of Medicine, Lancet, American Journal of Public Health, Social Science and Medicine, Journal of the American Medical

Association, and Health Care Management Review, published within last 10 years). You may also select one reading from a practitioner-oriented journal (Harvard Business Review, the McKinsey Quarterly, etc) to enrich the class learning. Ideally, the discussion leaders should find academic journal articles that are directly connected or relevant to the assigned readings for the week (email for instructor approval before you start the PowerPoint file). The co-leaders (2 or 3 students can jointly lead a discussion) need to provide a brief summary of the 2 or 3 outside readings, highlight the connections with the assigned readings, and raises three or four open-ended questions for the class to discuss. **Powerpoint presentation is required. The co-leaders should email the instructor PowerPoint files two or three days before the actual class to get the instructor approval.**

Powerpoint Presentation Guideline

Your group is required to present a summary of two or three peer-reviewed journal articles relevant to the assigned week's theme and readings (depending on your group size). You are expected to present one or two summary slides per article, one to two slides on the linkage between the external articles and the week's themes and/or readings (How are those external articles related to the assigned readings? Reinforcing, challenging or addressing gaps?) and 1 slide on 3 to 4 open-ended discussion questions focusing on **implications for NM public, nonprofit or tribal healthcare leaders and policymakers** and, which generally starts with How, To what extent, Why, etc.

Slide and presentation tips: Use no more than 35 words per slide. Graphics, such as maps, visualizations would be helpful. Cite references in parentheses on the relevant slide (e.g. Smith 2013) and include full references at the bottom of the same slide.

Final Paper

Analysis of Domestic or Foreign Health System Response to Systemic Shock (Due May 3rd)

The purpose of the analysis is to critically and systematically analyze a U.S. or other country's health system response to systemic crises or shocks, e.g., the Covid-19 pandemic, hacking and cyber-ransom attack . The requirements for this analysis are as follows:

- Pages 1-2 Subsection title: **Health System and Policy Background**

Describe health system history, sizes, governance structures, market and customers, and service lines. If it is a tribal or foreign health system, brief health policy background.

- Page 3-4

Subsection Title: **The System Response to Shock**

Succinctly present the system responses to a systemic shock/crisis, why the unexpected event is a systemic shock? To what extent is the system prepared for the shock, by relying on in-house planning, improvisation or adopting best practices and learning from failures of peer and nonpeer organizations? To what extent is the system response a joint effort with its formal and informal partners? Cite at least 3 quality sources to support your summary of responses

- Page 5-8 Subsection title: **Response Effectiveness Analysis**

Analyze the successes and failures of responses of the health system. Please specify indicators of successes and failures, and cite at least 3 quality sources to support your assessment. Also, analyze the health system's resilience to the systemic shocks, in terms of bounce-back from disruption and innovation to prepare the network for future crises. What are the innovations (home-made or tweaking of most promising practices invented elsewhere) ? Any benefits or challenges in the implementation of innovations? Cite at least 4 quality sources to support your summary of responses

Subsection Title: **Response Options Not Taken and Why.**

What other response options were debated but ended up not adopted? Why they were not by the health system? Cite at least 2 quality sources to support your discussion of policy options.

Subsection Title: **Lessons Learned.**

What are the lessons we can learn from the failures and successes of the health system's responses to systemic shock? How likely are they become part of the policy agenda of the U.S.? any weaknesses, limitations, or risks?

You are required to use APA citation and reference, for examples and guideline of APA in-text citations, see <https://guides.libraries.psu.edu/apaquickguide/intext>.

Participation of students in class discussions is strongly encouraged, and will count toward 15% of the final grade. Thoughtful comments based on the readings assigned for that day are especially welcome. Since so much of the course is based on the lectures and discussion, all students are expected to attend class regularly. Attendance will be taken and the final course grade will be lowered in proportion to classes missed (2 points off your participation grade per missed class, starting with the second missed class).

Grading Summary

1. Discussion Lead	15%
2. UNM Learn discussion posting (3 postings, 3 responses 5% each)	30%
3. Final research paper	30%
4. Final paper presentation	15%
5. Class participation	<u>10%</u>
	100%

All students will turn in electronic copies of their course assignments before class through UNM Learn Assignment.

I will assign grades for points earned during the class according to the following scale:

A+ 97 and above A 93-96 A- 90-92

B+ 87-89, B 83-86, B- 80-82

C+ 77-79, C 73-76, C- 70-72

D+ 67-69, D 63-66, D- 60-62

F 59 points and below

* Your class participation grade will be based on my opinion of the quality and quantity of your participation in class discussions concerning the lecture material, the readings, and online(when I set up the discussion questions on UNM Learn). Attendance obviously matters in this regard (if you aren't here, you certainly can't participate), but mere attendance does not substitute for lack of participation in discussions.

Decorum Guidelines for Zoom Students

Students taking a course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance.

Students that do not meet these expectations may be dropped from the class. These expectations include:

Working Digital Equipment – Distance students must have access to a computer with a

working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor will not be considered in attendance.

Appropriate Location – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

Appropriate Dress – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

Other Activities – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting

Non-Discrimination and Services for Students with Disabilities

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Accessibility Services at (505) 277-3506.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Respect the UNM Community by Preserving Health

You have the ability to prevent the spread of COVID-19 and to preserve the health of fellow students, your instructor, staff and the community by following UNM health protocols. The UNM Provost Administrative Directive on Mandatory Student Face Covering and Symptom Reporting of July 9, 2020 requires that all students on UNM-Main and UNM branch campuses wear face masks in the face-to-face classroom and on campus unless they have a specific mask accommodation (confidentially documented with the Accessibility Resource Center). UNM Provost Administrative Directive is consistent with Governor Lujan Grisham's [Public Health Emergency Order](#) as amended, and the [Public Health Order of the New Mexico Health Secretary](#). It also requires daily participation in symptom screening through covidscreen, which will be sent via UNM e-mail.

Acceptable masks and mask wearing in class: A two-layer mask that covers the nose and mouth and that is cleaned regularly is acceptable. A face shield is not sufficient protection. It is vital that you wear your mask correctly, covering your nose and mouth. Removing your mask for an extended period to eat or drink in class violates the Provost Administrative Directive and endangers others.

Mask Wearing Accommodation: Individuals with a documented disability or diagnosis may seek accommodation with the UNM Accessibility Resource Center (ARC) (<https://arc.unm.edu/>). Individuals do not need to reveal private information to an instructor. ARC will require documentation of health requirements, which will be kept confidential. The instructor will be informed only of any need for accommodation.

Consequences of not wearing a mask properly: Unless you have an ARC-approved accommodation, if you don't wear a mask, or if you do not wear a mask properly by covering your nose and mouth, you will be asked to leave class. If you fail to wear a mask properly on more than one occasion, you can expect to be dropped from the class. If you insist on remaining in the classroom while not wearing a mask (without an ARC-determined accommodation), class will be dismissed for the day to protect others and you will be dropped from the class immediately.

Accommodations: In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing

physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact Accessibility Resource Center at arcsrvs@unm.edu or by phone 277-3506.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 of <https://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>) requires that any report of gender discrimination that includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (<https://oeo.unm.edu>). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration’s welcome is found on our website: <http://undocumented.unm.edu/>.

Land Acknowledgement: (see <https://diverse.unm.edu> on appropriate use) Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Tentative Schedule, Topics and Assignments.

Jan 21st Course Introduction

**Jan 28 Overview of US Health System
Chapter 1 United States of Emanuel (2020).**

Feb 4 Social Determinants of Population Health

Discussion leaders needed

Reading reflections due.

Video: Unnatural Causes: In Sickness and In Wealth. California Newsreel. 2008.
Chapter 2 Canada and Chapter 3 United Kingdom of Emanuel (2020)

Feb11th Tribal and Rural Health

Discussion leaders needed

Reading reflections due.

Feb 18th Innovation and Crisis Management

Chapter 6 Germany and Chapter 10 Taiwan

Discussion leaders needed

Reading reflections due.

Feb 25th Psychological Safety and Organizational/Policy Learning

Discussion leaders needed

Reading reflections due.

Mar 4th. Supply Chain Management: Surge Capacity vs. Efficiency.

Discussion leaders needed

Reading reflections due.

March 11th Interorganizational Collaboration and Competition

Discussion leaders needed

Reading reflections due.

Mar 18th Organizational and Network Leadership

Discussion leaders needed

Reading reflections due.

1. Ibarra, H. & Hunter, M. 2007. How leaders create and use networks. Harvard Business Review, Jan, 40-47.
2. Zaieznik, A. Jan 2004. Leaders and managers: Are they different? Harvard Business Review.
3. Ordonez, L D. et al. 2009. The systematic side effects of overprescribing goal setting. Academy of Management Perspectives, Feb, 6-16.
4. Finklestein, S. 2016. Why best leaders want their superstar employees to leave. The Wall Street Journal.
5. Findings from the 2016 NM Nonprofit Survey.

Mar 25th Spring Break No class.

Apr 1st Network Management: Partnership Success and Failure

Discussion leaders needed
Reading reflections due.

April 8th Global Health: Pandemic Policy

Discussion leaders needed
Reading reflections due.

Chapter 12 Who's the Best and Chapter 13 Conclusion of Emanuel (2020)

April 15th Resilience to Systemic Shocks

Discussion leaders needed
Reading reflections due.

April 22nd Student presentations

April 29th Student presentations.

May 3rd, Final paper due by midnight on UNM Learn .

All readings listed above are required and should be prepared for discussion on the date indicated. All the readings will be available on-line through the university's UNM Learn.