

Preview: MPH5100 : Management of Health Service Organizations

Syllabus

Course Overview

This course is an overview of various management theories and concepts in the public health profession. You will examine what makes organizations and the people in them function at the optimum level, and learn about the methods and techniques to enhance operations by encouraging the best from individuals within the organization. The placement of this course in your Health Management and Policy specialization will help you develop the skills and understanding necessary to be an effective public health manager and policy advocate.

This course also includes activities designed to prepare you for your required field experience in MPH5999.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze programs and strategies related to the health of populations.
- 2 Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- 3 Evaluate quality initiatives to enhance administrative processes and coordination.
- 4 Explain basic principles and tools of budget and resource management.
- 5 Lead and formulate public health crises intervention strategies.

- 6 Apply tools to enhance organizational performance.
- 7 Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.

Course Prerequisites

Prerequisite(s): NHS5004, MPH5500, MPH5503, MPH5506.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Kok, G., Gurabardhi, Z., Gottlieb, N. H., & Zijlstra, F. R. H. (2015). [Influencing organizations to promote health: Applying stakeholder theory](#). *Health Education & Behavior*, 42(1), 123S–132S.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course

activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project >> Implementation of Best Practices in Public Health Plan

Project Overview

A key component of public health management both in private and public agencies involves creating strategies for specific action for interventions, remediation, or planning to address specific health concerns. These concerns may be clearly health related, such as childhood obesity or prenatal care, or they may be related to other public health challenges such as disaster planning or environmental health issues.

Over the duration of this course you will be doing the background preparation and research needed to create and promote the implementation of a best practices in public health plan for a specific organization. Your implementation plan must delineate the system infrastructure necessary for addressing the public health crisis you have identified.

The end product from your course project serves a dual purpose:

1. The components of the course project outlined below are project deliverables you are likely to encounter in the real world.
2. The final component, "Implementation of Best Practices in Public Health Plan," could potentially be the plan you will implement in your practicum organization.

Note: When you are ready to begin your practicum, you might chose to change the topic or organization. At the very least, the type of preparation you will need to do for your practicum will be addressed in this course project.

- **Scoring Guide:** Content in your plan must address each criteria in the project scoring guide.
- **References:** All references must be from peer-reviewed academic journals or other academically sound sources. No more than one-fifth of your sources should be from non-peer-

reviewed sources. You must use proper APA style to list your references. Refer to the Capella Online Writing Center's [APA Style and Format](#) module for more information. Remember, all references must also appear in the text.

- **Structure:** While there is ample room for variation in a work plan, structure plays an important part in organizing and delivering the ideas and strategy. Your work plan must have the following section headings:
 - Title Page.
 - Abstract or Executive Summary.
 - Introduction and Background.
 - Goals and Objectives.
 - Resources.
 - Plan.
 - Budget, Schedule, and so on (often appendices to the work plan).
- **Written communication:** Develop accurate written communication and thoughts that convey the overall goals of the project and do not detract from the overall message. Your paper should demonstrate graduate-level writing skills with appropriate headings.

Unit 1 >> Public Health Intervention Strategies

Introduction

This course provides an introduction to many key concepts and theories that apply specifically to public health organizations.

The following outcomes expected for this course are under the Health Management and Policy specialization:

- Enhance the health of communities and environments.
- Integrate and coordinate public health programs and care delivery.
- Work within the political and public administrative decision-making environments.
- Lead and manage to improve public health.
- Design public health organizations and systems.
- Design and disseminate effective communications for diverse populations.
- Ensure the legal and ethical basis for public health research and service delivery.
- Create evidence-based public health strategies.

Management "Toolbox" Development

To meet these expected outcomes, you will review a variety of course topics and discuss various public health intervention strategies, defining what makes them work. A series of topics will then help you develop your management toolbox, such as:

- Finance as it relates to being a manager.
- Management principles.
- Organization design and structure.
- Organizational behavior.

Public Health Program Design

This course also moves you into the design of public health programs, again applying the tools in the toolbox to help refine planning for structures, interactions, and communications. Program planning, evaluation measures, decision-making types, and quality controls will also be discussed.

This course was not designed to be exhaustive on any of the subjects that it covers. What you will gain is a solid understanding of the questions to ask and what types of assumptions you need to make in developing meaningful and knowledgeable public health interventions at the program level.

After you have developed an understanding for these basic nuts and bolts, you will ultimately apply them in your future practicum settings. The documents you create and are assessed on in this course will be valuable resources when you start your practicum.

Practicum Preparation

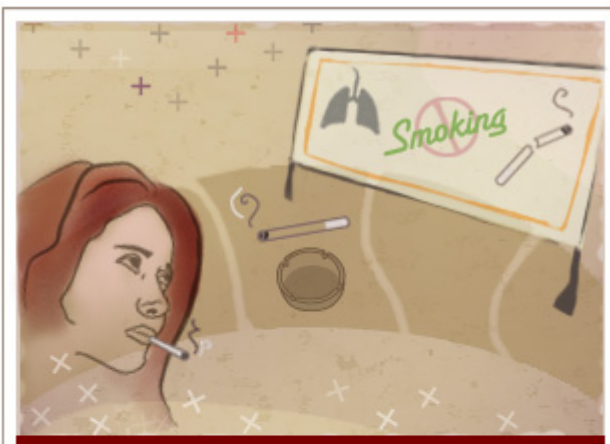
The assignments in this course are designed to be as close to a real-world deliverable as possible. Take advantage of the fact that you have the opportunity to receive solid feedback from both your peers *and* a subject-matter expert: your instructor. Examples of the documents you will create in this course include:

- *Topic Proposal*. Designed to be submitted to a leader or leaders of a community-based organization, this is useful for those times you would like to advance an initiative in your

workplace and need to have all your bases covered.

- *CBO Background Profile*. This deliverable is an example of "doing your homework" about an organization you want to work with and reporting that data to a group of peers. The thought process you use to create this profile can also be applied to a job hunt.
- *Draft of Best Practices Implementation Plan*. The title is self-evident, and the point is all about getting feedback *before* you finalize a report to a high-stakes audience. All the fundamental elements are put in place, but until you get stakeholder feedback, it isn't "ready for prime time."
- *Implementation of Best Practices in Public Health Work Plan*. Your final submission will be a document that has been through all the stages of the writing process and is in a format that you feel confident to present to a high-stakes audience in the real world.

You are encouraged to consider the future application and use of these deliverables as they directly relate to your practicum. Once your assignment has been graded and you have received feedback, it will be possible for you to refine your deliverable and save it for use at a later date.



Something to ponder...

The public health profession has a long history of both successful and unsuccessful intervention strategies. As you consider what you have learned so far in your degree program, what are some of the common pitfalls in past strategies? What are some of the things that have been done right? What do you need to learn about to reduce the pitfalls and increase the positives in public health intervention strategies?

At the end of each unit introduction, you will see a "Something to Ponder" sidebar. These thoughts and questions are designed to start you thinking about what you should take away from the unit's work. By the end of the unit, you should feel comfortable addressing the points that the conversation starter raises. Here are your thoughts for this week.

Learning Activities

u01s1 - Studies



[Emerging Diseases](#)



[Transcript](#)

Readings

Use your textbook, *Scutchfield and Keck's Principles of Public Health Practice*, to read the following:

- Chapter 1, "The Basis of Public Health," pages 3–7.
- Chapter 2, "The History and Emergence of a New Public Health," pages 8–22.

Research

Use the Capella University Library, peer-reviewed materials, or another source for a literature search to identify a current public health crisis (one that has developed over the past two years). Learn as much as you can about the crisis and the intervention strategies used to address it. You will examine this crisis throughout the course from a variety of aspects and viewpoints.

Sources may include the following:

- [Healthy People 2020 Objectives](#).
- [The Centers for Disease Control and Prevention \(CDC\)](#).
- [World Health Organization \(WHO\)](#).

Multimedia

Click **Emerging Diseases** for insights into some emerging diseases you might consider for use in your project.

Resources

u01s2 - Course Project Overview

Select a public health crisis and create a Best Practices in Public Health Implementation Plan for a program or intervention. Familiarize yourself with the project structure and Scoring Guide by completing the following:

- Read the course project description and the component assignments to learn the project requirements for your course project.
- Preview the project Scoring Guide to gain an understanding of how your project will be assessed.

Distinguished Performance

If you would like your work to be assessed at a distinguished level, your writing must consistently demonstrate skilled application of critical thinking skills. Each of the discussions in this course provides you the opportunity to demonstrate critical thinking in your initial post and in your responses.

In the real world, failure to think critically as a manager is a costly operational risk, potentially resulting in lost lives, damaged reputations and careers, destroyed organizations and communities, and other far-reaching consequences.

The Capella resource [Critical Thinking](#) will help you use the discussions and assignments in this course to continue to grow as a learner and a leader in your chosen profession.

Capella uses the *Publication Manual of the American Psychological Association* (commonly referred to as the APA Manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools, and APA style is well respected and widely used in scholarly works and academic publications.

The Capella Writing Center provides a thorough selection of online resources to help you understand APA style and use it effectively, including [APA Style and Format](#).

Resources

-  [Public Health Work Plan Project Description and Scoring Guide](#).

u01d1 - Self-introduction and CBO Description

Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

Each of us comes to a course like this with a different background, and recognizing the strengths and value of our differences is an important component of the education process. Introduce yourself to the class and discuss the community-based organization you are considering for your field experience project. This should be a public health or community-based organization (CBO) in which you have an interest or current affiliation. Specifically, address the following:

- Explain your criteria for choosing your organization.
- Share the organizational vision and mission.
- Explain why working with a CBO of this type furthers your career objectives.
- Explain how it is a good fit for both parties.
- Provide a link to the website of your organization.

Response Guidelines

You do not need to respond to any post.

Resources

u01d2 - Public Health Crisis Examination

Public health crises are caused by various factors, and the reasons for them are diverse and challenging. Describe the public health crisis and intervention strategies that you identified in the study activity for this unit. You may refer to the Healthy People 2020 Web site, CDC, or WHO for more information.

Explain the strategies in terms of five key areas of interest:

- Social impact.
- Political impact.
- Financial issues.
- Technological ramifications.
- Environmental factors.





Each public health crisis and intervention includes aspects of all five of these key areas. At this point, you do not need to develop these areas for more than 3–5 sentences; you will examine them in detail later. If you were unable to find out about them in your research, explain what you think the area of concern might be, and why. In each discussion, remember to include your APA citations and references.

Finally, provide your opinion on whether or not this crisis is solvable. Why or why not?

Response Guidelines

Comment to at least two of your peers. Add your own perspectives on the five key areas of interest they list and their solvability. If you have any helpful references, share them.

Resources

-  [Centers for Disease Control and Prevention \(CDC\).](#)
-  [Healthy People 2020 Objectives.](#)
-  [World Health Organization \(WHO\).](#)
-  [APA Style and Format.](#)

Unit 2 >> Financial Management Overview

Introduction

Understanding how the checkbook works for your intervention plan is an important component of effective management. A good manager knows what questions to ask and how to frame assumptions to gather data useful for the financial projections necessary to substantiate and support programs. For example, a group of collaborative partners each needs to understand what resources they will be expected to commit to the plan. Your boss may want to know what your departmental expenditures are committing and your public, why you did not spend more to eradicate the current public health crisis.

Funds

There are some basic lessons to help you progress through this unit. Funds enter public health organizations, both government-run and those in the private or nonprofit sectors, from a variety of sources. Some funds are earmarked for a specific purpose such as child health programs. If, for example, a charitable donor stipulates that a donation must be used in a certain way, those terms

must be honored unless the donor is willing to grant permission to direct the funds elsewhere. Similarly, if legislation authorizing the cash inflow states it must be used for a specific purpose, legislation may have to be changed in order to access needed funds.

Funds are then expended for a variety of categories such as personnel, equipment, supplies, facilities, and overhead. If the funds are designated for a specific program use, those line items will appear in that program. There are other funds considered general funds, which are discretionary and can be put to use for an undesignated program. For the most part, a combination of designated and undesignated funds is used to address public health issues.

Staffing

For typical purposes, you will need to describe the volume of staff, supplies, and services required to address the issue. For example:

- What level of staff, and how much do they usually get paid?
- What types of supplies will you need? Are they disposable or reusable? What kind of deal can you negotiate on their pricing?
- Where will you house the program?

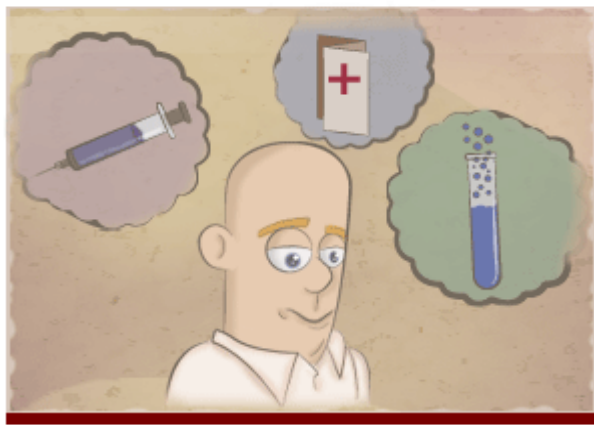
Answering these questions will be the first step in making the financial projections necessary to develop a public health strategy.

When you examine this list, it will look just as it would were you actually planning the operations. You must know who will be doing the work, where they will do it, and what they will need in the field. You will have some idea of how many people this will serve, or how big a geography it will cover. You have the basis for the statistics that are the assumptions, and from there, it becomes a mathematical exercise. Multiply the units (volume) in each category by how much each unit costs, and you have your budget for the program.

Value

One last component of this financial analysis is the value derived from the program. Say that you want to design a children's flu clinic. You know what staff you will need, how many vaccines you can administer, what other disposable supplies are required, and what space will cost or where you can run the clinic for free. Someone may then ask you what the cost-benefit analysis says the value of this effort will be.

You can divide the total costs by the number of children who can be seen and calculate a cost per child. If the example was treating a large geography to avoid West Nile Virus from spreading by spraying to kill mosquitoes, and you have an estimate of the number of deadly or chronically damaging cases that would develop without spraying, you can then divide the total costs of spraying by the number of avoided cases and know the value per case.



Something to ponder...

You have a public health problem for which you've identified three possible approaches. You could propose any one of the three or perhaps a combination of some of each. How will you go about deciding what is the best method to use? Assume that all three could produce equal results in terms of addressing the problem, so you are now looking for value in your program based on what would need to be invested.

Again, this unit is not designed to make you a finance whiz. Rather, it will alert you to the statistics you need to gather as the operational expert developing the program and the budgetary case you need to make through numbers for the value of your strategy. Some basic terminology and budgeting concepts follow in this unit.

Learning Activities

u02s1 - Studies

Readings

Use your textbook to read the following:

- Chapter 3, "Social Determinants of Health: Their Influence on Personal Choice, Environmental Exposures, and Health Care," pages 22–38.
- Chapter 7, "The Federal Contribution to Public Health," pages 102–109.

Use the Capella library to read the following:

- White's 2014 article, "[The Challenge of Budgeting for Healthcare Programmes](#)," from the *OECD Journal on Budgeting*, volume 2014, issue 1, pages 73–107.

Research

Use the Capella library or other source of peer-reviewed materials to conduct a search of the public health literature for at least three peer-reviewed articles on the budgeting process.

Optional Reading

Use the Capella library to complete the following:

- In Glick, McCue, and Zelman's *Financial Management of Health Care Organizations: An Introduction to Fundamental Tools, Concepts, and Applications*, read Chapter 10, "Budgeting," pages 465–520.

Resources

u02a1 - Topic Proposal

Overview

The project in this course is the development of a Best Practices in Public Health Implementation Plan that aligns with the Healthy People 2020 objectives. The course project is a prerequisite activity in preparation for your practicum. The assignments in this course are designed to help you be well prepared.

This assignment is designed to follow the general work flow used to create and implement a best practices plan.

A topic proposal for the course project consists of a brief description of the health crisis you selected and an explanation of the context and relevance for using this crisis for a project. In the real world, the project could be part of an organizational change initiative; in this case, it is a project designed to possibly be implemented at your field practicum.

- Review your responses to the first Unit 1 Discussion and move forward from the points you made in that discussion post.
- Integrate what you learned from those activities into a real-world context in the preparation of your topic proposal.

Step One: Identify Your Audience

Take the time to identify the expectations of stakeholders in the community-based organization (CBO) you will need to connect with when you do your practicum. You will be presenting this topic proposal to leadership in that CBO; keep their needs and concerns in mind as you develop your plan. You are expected to tailor your proposal to the expectations of that audience.

Decision makers in organizations count on brief, clear, and substantive information from someone seeking their approval to move forward with an implementation plan. In that regard a topic proposal should be succinct and approximately one page.

For the purposes of this assignment, use the following scenario:

Assume your organization has aligned its goals and objectives with at least one of the following organizations:

- Healthy People 2020.
- Centers for Disease Control (CDC).
- World Health Organization (WHO).

Your supervisor has encouraged you to select a topic of personal interest from Healthy People 2020 objectives, CDC, or WHO, and to develop an implementation best practices plan that will help your organization address a specific health crisis.

Before you begin writing, think about the relevance of your proposal and consider the following:

- What are your reasons for choosing this topic?
 - Why is the issue important to you?
- How would improving practices make a difference to the population being served?
- What has prevented your organization from addressing this issue before?
 - Why is now a good time to make a change?
 - Are you expanding or improving an already existing program?

Step Two: Consult the Literature

- What are some of the characteristics of this public health issue (prevalence, incidence, community affected, and so on)?
- What is the financial impact of this health crisis: on individuals, the community, the organization?

Step Three: Create a One-Page Topic Proposal





Addressing your intended audience, briefly describe the health crisis you have selected and explain the context and relevance for addressing this crisis in the community-based organization. Remember to ask for an action from your audience in response to your proposal.

Additional Requirements

- Format your document based on the structure that your organization typically uses for documents of this type. Demonstrate professional formatting standards used in your industry: document structure, font, type size, et cetera.
- Provide at least 3 references to support your proposal. Cite your references using APA style.

When finished with your proposal, submit the Word document in the assignment area.

Resources

-  [Healthy People 2020 Objectives](#).
-  [Centers for Disease Control and Prevention \(CDC\)](#).
-  [World Health Organization \(WHO\)](#).
-  [APA Style and Format](#).

Course Resources

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

u02d1 - Financial Impacts and the Budgeting Process

While many of us do not like or appreciate the financial intricacies of public health planning and implementation, none of us can ignore the need to prepare a budget and monitor its results in our own projects. Budgeting is about making assumptions, quantifying them, then assessing how well the assumptions stand up to reality.

Using the public health crisis and intervention you located and described in Unit 1, examine the financial impacts of this crisis. Begin with examining the costs and then discuss the budgeting processes and tools you would use in your budgeting situation.

Costs

- In terms of start-up capital costs, ongoing expenses, and other categories, what are the true costs of intervention?
- What might it cost society in any economic terms you can identify?

- Will it continue to cost something in the future?
- If you have not been able to find actual cost data, what do you think the costs might be, and why?

The Budgeting Process

From the three peer-reviewed sources you located in the study activity, analyze the budgeting processes as they are described in the sources.

- What are the major components of a budget?
- What are the steps in the process?
- What aspects of planning, control, and audit are considered in the processes?

Compare what you learned from these sources to what you learned from the text in Chapter 3 of *Scutchfield and Keck's Principles of Public Health Practice*.

Complete your post by identifying which tools you found to be most useful in these processes, and discuss how you might apply them in a public health budgeting situation.

Response Guidelines

Comment to at least two of your peers, identifying what you found most useful from the sources they found and how you might expand on the application of those tools.

Resources

Unit 3 >> Management Principles

Introduction

Good management practices are constant across industries. A good manager can translate his or her management skills across sector boundaries; thus a good manufacturing manager can also be a good public health manager. What does not translate is the knowledge specific to the industry. Widgets do not equate to vaccinations. Or do they?

What does a manager do? A manager directs and controls people and projects: managing resources, making sure the necessary inputs are ready when processes must take place, and

ensuring the quality of the outputs is of the level expected by the outside examiner—either customers, regulators, or other stakeholders.

Think about examples from your own life:

- Could the same principles apply to an auto repair shop as to a clinic?
- You can argue that the concerns about what happens with a poor outcome have a different level of seriousness, but would not the manager still need to do the same things?

This is why you will often hear it said that good business practices—meaning good management—are the same no matter where you work. The development of good management skills is a necessary step no matter how you travel up the ladder.

Management Theories and Principles

Management theories and principles are perhaps innumerable. Management practices have been documented since humans learned how to write, and we probably exchanged theories before that through verbal stories. This is why it is particularly important to understand the continuum of management theories when considering modern-day business practices.

Theory mapping is a great method to develop your understanding. How do we create this theory map? Pick a number of management theories. Put a large piece of paper on your desk. Think about the years you might cover in your review of these management theories and place a time continuum line at one edge of the page. Now you are ready to place your first theory in the continuum. When was this theory developed? Use the year of publication if you have no other information. On your continuum, put a mark at the year and note the name of the theory or theorist. Then summarize that theory in a few phrases meaningful to you. Move on to the next management theory and repeat until you have all of the theories that you are reviewing placed on the continuum. It does not matter which order you work through when you note the theories because analysis is the next step.



Something to ponder...

We have all had really bad managers, and we often tell ourselves that we will never be like them when we get to that level of power. But guess what? We too often do end up repeating the mistakes of our predecessors! Jot down two examples of good management from your own life experience, and two examples of bad management. What do you need to learn from each of these examples to hone your own management skills in the future?

Now that you have all of the theories listed, observe how ideas developed from theory to theory:

- Does it appear that one theorist took the ideas of an earlier theorist and applied the ideas in a new direction?
- Did a new branch of thinking develop that has components of a couple of different previous theories?
- Do you see cycles, where ideas that were out of vogue suddenly come back into style? This often happens in management.

You will begin to see patterns in the ideas that have been developed, and the theory map will help you to make sense of how management principles can be applied in your public health setting.

Learning Activities

u03s1 - Studies

Readings

Use your course text to read the following:

- Chapter 18, "The Public Health Workforce: Management vs. Leadership, Theories of Leadership Practice," pages 319–322.

Use the Capella library to read the following:

- Koenig, Majestic, and Burns's 2014 article, "[Ebola Virus Disease: Essential Public Health Principles for Clinicians](#)," in *The Western Journal of Emergency Medicine*, volume 15, issue 7, pages 728–731.

Research

Use the Capella library or another source of peer-reviewed resources to locate at least two management theories not used in the texts. This source should be peer reviewed but is not limited to articles.

Resources

u03d1 - Management Theories and Relationships

Management theories have been developing and morphing into new ideas and trends throughout modern business times. Good management practices are in many ways universal, not necessarily better in one industry than another.

Using your texts and the management theory you identified from an outside source, place the theories on a continuum. You must use two theories from the texts and the one that you found from an outside source.

- Which came first, second, and third in terms of development?
- How are they related? Did the second develop from the first, and how did that occur? Examine not just the content of the theories but also the interrelationships among the three.
- How does the theory you found from the outside source apply in a public health setting? What is its practical relevance to the profession?

Response Guidelines

Comment to at least two of your peers, relating one of the theories you selected to the three they have included. How does the one you reference relate to the others?

Resources

u03d2 - Management Examples

We all learn from both good experiences as well as those we wish we could have avoided. Describe a management situation you have experienced—good or bad—and identify the management theories at work in the situation. Assess how the situation was handled, including how it might have been handled differently (for better or worse). When possible, apply the management theories learned in this unit.

Response Guidelines

Comment to at least two of your peers, specifically noting your perspective on the assessment given and offering alternative suggestions or a different response from your peer.

Resources

Unit 4 >> Organization Theory and Organizational Behavior

Introduction

Organizations are groups of people doing things within a certain operating structure. Does this sound overly simplistic? Think again. Group dynamics and their impact on an organization are perhaps the most complicated part of being a manager. People work individually from their own perspectives in life, based on skills, experiences, and emotions not always visible or obvious. People make up groups, including work units such as departments, cross-disciplinary teams, collaborations between partners from different organizations, and a myriad of other cohesions.

Think about the last new work group you joined:

- Was it a group that had already formed and you were a new member?
- How did you feel, and what did you sense going on around you?

You might have felt that everyone was already friendly, like the new kid in school—on the fringes. This is because groups over time develop common language, goals, and culture that unify the individual

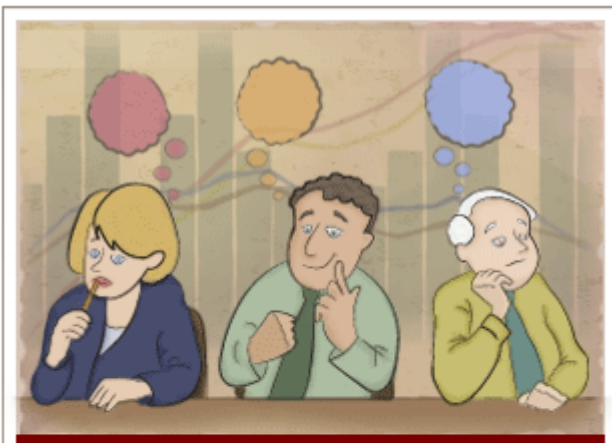
members. Trying to enter a culture as an outsider is difficult because you do not have the history, know the language, or have a defined role in this structure.

Group Dynamics

What about a brand-new group, perhaps formed to address a specific issue? None of you have come together to work before. What happens?

- Are people generally tentative, defining the purpose of the group first so that there is agreement on the agenda?
- Do some people seem to want to take over, while others hang back completely?
- Is there agreement on *rules of engagement*: how business will be conducted in the group?

All of these tasks must be performed to develop the "T factor"—trust—in the group. Whereas an existing group will have developed trust among its members and you, as an outsider, have to prove you are trustworthy, a new group must develop trust at the outset. This is not person-to-person trust as we often think of it. Rather, this trust relates to a common understanding and agreement on the functions everyone has come together to perform. It means that everyone knows the rules when people want to bring up new ideas, express opinions, or make decisions. Trust might better be labeled *truth*—the group's version of "the sky is blue" kind of beliefs.



Something to ponder...

An important part of any group is the communications that take place within the group and each person's perceptions of the message being shared. Looking at your own life experiences, think about a time when the message was heard differently by different members of the group. What could have been done differently to assure that everyone understood the same thing?

The case presentation you will review for this unit highlights some great examples of group dynamics at work. Enjoy these examples, and think of some of your own to share in the discussion this week.

Learning Activities

u04s1 - Studies



[Group Dynamics Quick Case](#)

[Transcript](#)

Readings

Use the Capella library to read the following:

- Kok, Gurabardhi, Gottlieb, and Zijlstra's 2015 article, "[Influencing organizations to promote health: Applying stakeholder theory](#)," in *Health Education & Behavior*, 42(1), 123S-132S.
- Colville and Camilleri's 2016 article, "[Organizational Theory in Health Care Management: Symposium Introduction](#)," in the *International Journal Of Organization Theory & Behavior*, volume 19, issue 2, pages 167–176.
- Williams and Rains's 2007 article, "[Linking Strategy to Structure: The Power of Systematic Organization Design](#)," in the *Organization Development Journal*, volume 25, issue 2, pages 163–170.

Optional Readings

Use the Capella library to complete the following:

- Scan Driver's 2016 e-book, *Validating Strategies: Linking Projects and Results to Uses and Benefits*.

Multimedia

Click **Group Dynamics Quick Case** and check your understanding of the influence of group dynamics on decision making and leadership.

Resources

u04s2 - Gathering and Evaluating Resources



[Annotated Bibliography](#)

 [Transcript](#)

Use the Capella library and other appropriate resources to begin to identify peer-reviewed sources for your assignments and discussions. Be sure to look for sources that primarily deal with *how* a public health crisis should be handled and not just a description of the crisis itself.

Readings

Use the Capella library and the Internet to familiarize yourself with these resources to help you when compiling topic-related annotated bibliographies for this and other courses:

- [RefWorks](#). RefWorks is a research management tool that helps you collect, organize, and store citations from library databases and other resources. A personal RefWorks account is required to store citations.
- Purdue University Online Writing Lab (OWL)'s [Annotated Bibliographies](#).

Multimedia

Click **Annotated Bibliography** to view the interactive media.

Resources

u04d1 - Group Dynamics

Because most of our work lives are spent in groups, understanding how groups function within our organizations and society helps us to be more successful in our profession. After you have viewed

the group dynamics presentation and read the texts and articles in the study activity, reflect on the various organizational designs, organizational behaviors, group dynamics, and structural issues.

- What are important organizational, group, and individual issues that arose?
- Which theory applies to each item?
- What is the challenge posed by that issue?
- How would you recommend that something be changed to improve the outcome?

Make sure you apply the theories from the texts and articles for this unit.

Response Guidelines

Comment to at least two of your peers with your thoughts on how you might approach an aspect of what they noted, either differently from their approaches or with a new twist or aspect to your approach.

Resources

-  [Group Dynamics Quick Case](#) | [Transcript](#).

u04d2 - Communications Strategy

A crisis can quickly spin out of control if the information provided is not clear or complete and people begin to draw conclusions in a vacuum. Using the public health crisis and intervention you identified in the first unit, describe the communication strategy used. Examine it from the five aspects: social, political, financial, technological, and environmental. Not all may apply equally, so spend time explaining those most germane. Discuss what could have been done differently to improve the outcome and provide your rationale for those recommendations.

Response Guidelines

Comment to at least two of your peers on the communications strategies they noted. Recommend things that could be done differently and explain why.

Resources

Unit 5 >> Collaboration and Leadership

Introduction

Public health problems are not little issues. They are big, messy, complex problems that are challenging to solve. If they were little problems, we would solve them before they became a public health crisis. That is the nature of the work we undertake in our profession: solving complex, multifaceted problems. Because of their complexity, we can rarely solve these problems alone. We need partners who may come from another discipline in our own organization or another organization altogether.

Collaboration

The ability to work together as a group is known as *collaboration*—equal parts of the art and science of working together. As a field of theoretical study, collaboration has grown substantially over the past few years.

There are many types of collaborations:

- Cross-sector collaborations, undertaken between different sectors such as government, nonprofits, and for-profit companies.
- Multidisciplinary collaborations, where specific skill sets come together to solve a problem in an ad hoc team, disbanding once the problem is addressed.
- Cross-cultural collaborations, which look at a problem and its implications from the perspectives of various cultures.

In any of these collaborations, the reason the group comes together is to address an issue held in common, even if there are other broad differences in terms of purposes and goals.

Leadership

Within a collaborative team there must be leadership. Leaders are different from managers for one primary reason: they somehow inspire followers to do what they want them to do. Managers plan, implement, evaluate, and adjust. Leaders inspire, bringing out in their followers something better than they would have been able to do themselves. Think about how important a charismatic leader is to any public health campaign. The leader may not be the person who knows the most or has the highest position in the group. Instead, he or she can get people to do things they do not necessarily want to do.

Leadership is an art more than a science. The art is in the application of skills. For example, someone who is great in organizing during a crisis may not be the best person to run the department

day to day. It takes a different skill set and a different mind-set. A leader in a public health crisis intervention who does the job the best and likes it the most is a "firefighter," not a maintenance person. When a similar crisis occurs, the leader from the first crisis may not be the best person to address the second, because the people, timing, and issues have changed.

Leaders are therefore situational, in that they will arise out of the unique environment faced in each crisis. Each collaboration will evolve and develop based on its particular circumstances and it is interesting to watch this generate as a program unfolds.



Something to ponder...

This unit invites you to undertake some self-reflection on the type of leader you aspire to be. When you think about collaborations, what role do you like to play? In some cases, do you want to hang in the background, while in others, you are the passionate one? What can you learn about yourself as you examine examples from your life? What does this tell you about leadership opportunities you should pursue?

Learning Activities

u05s1 - Studies

Readings

Use your course text to read the following:

- Chapter 8, "The State Public Health Agencies," pages 121–136.

Use the Capella library to read the following:

- Caron, Hiller, and Wyman's 2013 article, "[Engaging Local Public Health System Partnerships to Educate the Future Public Health Workforce](#)," in the *Journal of Community Health*, volume 38, issue 2, pages 268–276.

- Kulbok, Thatcher, Park, and Meszaros's 2012 article, "[Evolving Public Health Nursing Roles: Focus on Community Participatory Health Promotion and Prevention](#)," in the *Online Journal of Issues in Nursing*, volume 17, issue 2, pages 1–10.

Resources

u05a1 - CBO Background Profile

Overview


Prepare a 6–10 slide PowerPoint presentation on your prospective practice site. Your presentation should include the following:

- A summary of the mission, vision, and values of a community-based organization (CBO).
- A description of the management structure of the CBO.
- A description of the working environment of the CBO in terms of safety and cleanliness.

Additional Requirements

- Name and location of site.
- Mission, vision, and values of practice site.
- History of practice site (when founded, et cetera).
- Descriptions of the supervisor and other staff at the site:
 - Full names (changed for confidentiality) .
 - Professional and educational backgrounds.
 - Specific duties.
- Examples of programs or services offered by the practice site.
- Management structure of practice site.
- Types of careers at site.
- Clean and safe environment.
- Assignment criteria.

When finished with your presentation, submit the document in the assignment area.

 **Portfolio Prompt:** You may choose to save this learning activity to your ePortfolio, in the Professional Showcase binder in preparation for u10a1.

Resources

 [Computer and Software Tutorials.](#)

 [ePortfolio.](#)

Course Resources

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

u05d1 - Leading in Collaboration Settings

Collaborations need a leader or leaders: those who make sure that negotiations take place, agreements are kept, and outcomes are achieved. Imagine that you are a public health leader facing a crisis of some significance to your community. You are a logical choice for inclusion on the action team that has been formed to address this issue and are expected to take a leadership role in the process.

- First, describe your position, who you represent, and what your responsibilities are. Tell us about the crisis and community as well. Your goal is to explain how you will address this from the perspectives of leadership and collaboration, not trying to fix the crisis itself.
- Next, identify the leadership and collaboration theories and practices that are important to you in this crisis. What skills will you call upon to address this important issue?
- Finally, explain how you will collaborate with others to address this public health crisis. What are the most critical collaboration and leadership traits and characteristics that will help you to succeed in fighting this challenge, and why? What solutions could you propose to the structure you would use to address the problem?

Again, focus on your leadership and collaboration, not the public health dilemma itself.

Response Guidelines

Taking the role of another member of the action team, comment to at least two of your peers. Focus on the solutions they propose and the rationales they provide. How do you respond to these ideas? What advice can you offer?

Resources

u05d2 - Practicum Leadership and Organization

Discuss the leadership and organizational structure of the community-based organization (CBO) you chose for your field experience project in u01d1. Discuss each of the following:

Key Company Leaders

Who are they and what are their management styles?

Organizational Structure

- Is there a board that provides leadership? What is the organizational structure? What type of legal entity is the organizational structure—for example, 501c3?
- What can you learn from your study of the leadership and the organizational structure of the CBO to help you design approaches that increase the likelihood getting a position with the organization and improving the quality of your contribution to the organization?

Interview Questions

Interviewers frequently ask questions designed to see how you believe you might fit within an organization. Answer the following questions:

- What do you bring to the organization?
- How do you see a fit with their culture and organizational structure?

Response Guidelines

Respond to the interview answers of at least two other peers. Suggest ways they might better frame their responses or identify other areas for consideration.

Resources

Introduction

There is an old saying: "Failing to plan is planning to fail" (Lakein, n.d.). Yes, you could find a situation in which you stumble along without knowing the next steps or path to take and still do well at the finish, but this rarely happens for something as significant as a public health problem. Planning causes discomfort for many people because there is uncertainty, which is precisely why we plan: to reduce the uncertainty—and through this, some element of the risks involved in the program.

Consider the vaccination example again. If adults with chronic illnesses do not get flu shots, they run the risk of contracting the flu, and with it, their chronic conditions can worsen and even result in death. How many will get the flu without the shot? We can estimate it, but it is complicated by many variables such as how many times those without the flu shot are exposed to those who may be carrying the bug; how well they observe personal hygiene such as washing their hands; and how otherwise healthy they are. However, if they get a flu shot, we are fairly certain that they will not get any of the flu bugs included in that shot. True, they could get another flu bug not part of the annual vaccine, but there is a level of basic protection.

How do we then plan to get the maximum benefit from our flu shot program? First, we need to make sure the right people get their shots, which translates to education and outreach. We next must plan for the nurses and technicians to administer the shots, the supplies to be in place, and an accessible facility to accommodate everyone. What do all of these requirements imply?

Problem Analysis

When you first analyze a problem, you identify the nature of the problem and the desired outcomes. Then you document any number of possible solutions by sorting through the solutions to identify those most effective in solving the public health problem. Next you examine the steps necessary in each of your possible scenarios.

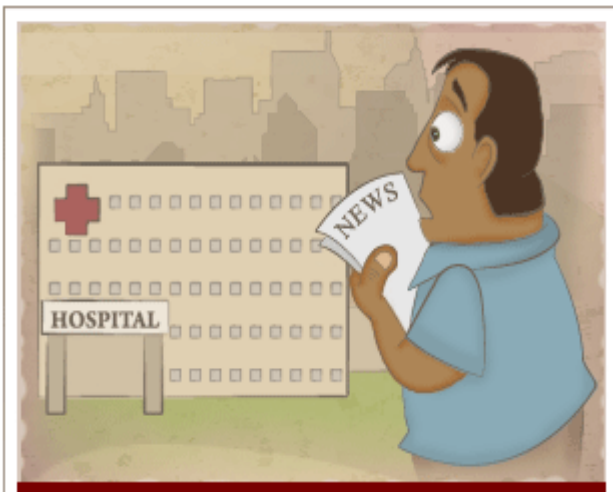
- What staffing, supplies, and services are required?
- How much will it cost?
- Can you reasonably expect the best chance possible in achieving your outcome with the solution, or are there big risks in ensuring its effectiveness?

Planning

Once you have narrowed the list of possible scenarios, you can plan for the best choices (or all of the choices if you have the time) and make side-by-side comparisons to see what the optimal solution would be.

- One scenario might be highly effective but it requires you to locate and retain people in a particular category until they receive services. This might not be realistic.
- Another solution might be effective and realistic in terms of getting the target population together but it is very costly and therefore prohibitive.
- A third solution might be inexpensive but it might not be very effective.

Comparing plans side by side allows you to assess which program plan meets the desired outcomes.



Something to ponder...

You have a newly emerging public health problem on your hands. It is not yet a crisis, and you would certainly like to avoid it becoming a crisis! What are your first steps? (Hint: You probably don't want to be working on this all by yourself! There is a lot of value in many brains examining a problem!)

Reference

Lakein, A. (n.d.). Brainy Quote. Retrieved November 26, 2007, from <http://www.brainyquote.com/quotes/quotes/a/alanlakein154654.html/>

Learning Activities

u06s1 - Studies

Readings

Use your course text to read the following:

- Chapter 9, "The Local Health Department: Evaluate and Improve Programs and Interventions—Contribute to and Apply the Evidence Base of Public Health," pages 152 and 153.
- Chapter 13, "Community Health Assessment, Planning, and Implementation: Tools For Community Health Assessment, Community Health Improvement Planning and Implementation," pages 225–233.
- Chapter 32, "The Future of Public Health Practice," pages 560–563.

Use the Capella library to read the following:

- Kalichman et al.'s 2011 article, "[Integrated Behavioral Intervention to Improve HIV/AIDS Treatment Adherence and Reduce HIV Transmission](#)" in the *American Journal of Public Health*, volume 101, issue 3, pages 531–538.

Research

Using the Capella library or other sources, locate at least three peer-reviewed articles on systems thinking. You will need these articles to reply to a Discussion question later in Unit 6.

Resources

u06d1 - Systems Thinking

Everything we face in the world today—personal or professional—is part of a system. Solutions, therefore, are also reflective of systems thinking. Using the peer-reviewed sources you identified in the literature, describe *systems thinking* as you can apply it in public health settings.

- What are its key features?
- What makes it useful in public health problem analysis?

Next, examine the public health problem you are using for your final project. Describe how you can apply systems thinking in your approach to this problem.

Response Guidelines

Comment to at least two of your peers, focusing specifically on recommendations you would make in using systems thinking in their final-project approaches.

Resources

u06d2 - Problem Analysis and Planning

To solve a problem, we must first analyze it and develop an approach to address it.

Compare and contrast differences between evidence-based public health and evidence-based medicine related to the public health issue you are working on for your course project. Provide an example of how you might use the following evidence-based approaches in your planning:

- Triangulating evidence.
- Surveillance.
- Participatory approaches.

Response Guidelines

Comment to at least two of your peers regarding how their ideas were either similar to or different from each other's or different from yours. To begin, find someone whose initial post was different from yours.

1. Identify a peer whose post was in some way different than yours, or offered additional insight to your understanding of the topic. Discuss your thoughts about his or her perspective.
2. In your second response, identify a peer whose post was similar to your own. Explore the underlying assumptions the two of you share, or identify information you both might have missed. You could also identify criteria to help evaluate the pros and cons of your suggested application of evidence-based approaches.

Resources

Unit 7 >> Evidence-Based Decision Making

Introduction

We are bombarded by it every day: information, a jumbling of many topics. In many cases, we acquire too much information and much of it is useless without a framework to understand it. Data provides the important framework.

When does Information become Data?

The words *data* and *information* are often used interchangeably yet they carry very different meanings. Information cannot be verified, while data is research that can be supported and verified. However, applications of this are more complex. We say we have data, but really all we have is information. We cannot verify it, cannot measure it, and cannot replicate it for future study—and yet we try to use it to make informed decisions in our daily lives. Why is this so important in public health? Because we are dealing with people's lives and the stakes are very high. We need data to support our decisions, not just information, and thus we need a framework to make decisions based on data.

Evidence, used in this context, means data that can support or refute a particular question. For example, a public health issue might be the contention that marijuana use leads to the use of harder drugs. We need evidence—controlled research—to either support or refute the statement. Further, the research should be reliable—meaning it measures what it is intended to measure—and valid, so it can be repeated again and again with the same results and outcomes.

In evidence-based decision making, styles can differ. Some people can explore all of the data once and make their informed decisions quickly. Others suffer from "analysis paralysis," and no amount of data will ever be enough for them to feel informed and capable of making a decision. As we move through our careers in this profession, it is important to recognize our own characteristics and styles.



Something to ponder...

Your boss tells you that you will be in charge of the team assessing the scope of a public health issue. He also tells you that while he can share the information that has been given to him, there is very little data about the problem or possible solutions. Where will you start to gather data, and what approach will you take to organizing it?

As you review the case presented in this unit, consider your own decision-making strategies and tactics, and assess how you might consider utilizing data.

Learning Activities

u07s1 - Studies



[Bird Flu Quick Case](#)



[Transcript](#)

Readings

Use your course text to read the following:

- Chapter 11, "Evidence-Based Public Health," pages 179–193.

The following required readings are available full-text in the Capella University Library. Search for each article by clicking the linked title and following the instructions in the Library Guide.

- Snowden and Boone's 2007 article, "[A Leader's Framework for Decision Making](#)," from *Harvard Business Review*, volume 85, issue 11, pages 68–76.

Multimedia

Good decisions can often make the difference between a public health situation being controlled or becoming a crisis. Click **Bird Flu Quick Case** to see whether your decision-making styles and strategies will help you keep control of a possible bird flu outbreak.

Resources

u07a1 - Draft - Best Practices Implementation Plan

Overview

This assignment is the initial draft of a work plan designed to increase use of best practices in a public health organization. Creating a well-designed implementation plan requires that you move

through each stage of writing before you submit the end product to your intended audience, including:

- Prewriting.
- Drafting.
- Peer Review.
- Revising.
- Proofreading.
- Submitting.

The assignments and discussion posts in this course are all examples of the prewriting stage.

Throughout the course you have been assembling a growing list of resources and already have them formatted in APA style and stored in your RefWorks bibliography, ready to be incorporated into this draft.

Pay attention to the *purpose* of a draft, which is to elicit feedback so you can refine and proof your work *before* you deliver a document to a high-stakes audience. All the fundamental elements are put in place, but until you get stakeholder feedback and have revised and proofed your work, it isn't "ready for prime time."

Assignment Instructions

To successfully complete this assignment, your draft must include the following:

- A description of the organization and an explanation of the management structure of a population-based public health program. You will need to support your description of the structure based on current management-theory literature.
- A general overview and analysis of the administrative processes and coordination of resources within public health organizations and programs.
- A description of recommended management tools to be applied to help ensure safe and clean work environments.
- Implementation Plan: formulate specific intervention strategies to communicate and disseminate information in crisis situations associated with the public health problem identified in the work plan.
- Financials: you will need to identify funding sources for the program described in your implementation plan.

Additional Requirements

Your 7–8 page draft (not including title page and appendix) should have the following sections:

- Title Page.
- Abstract or Executive Summary.
- Introduction and Background.

- Goals and Objectives.
 - Organizational Goals.
 - Strategies for a clean and safe environment.
- Organizational Resources and Programs.
- Plan.
- References.
- Appendix: budget, schedule, funding sources, and so on (these are often appendices to the work plan).
- Self-development plan: include a description of how your plan can be implemented at your practicum.

Note: Remember, when you create a draft, the purpose is to help you get feedback from others *and from yourself*. It is perfectly all right to add "notes to self" when you are uncertain about a particular section and want direct feedback from someone else, know you need to do additional research, or feel the language needs to be tightened up in the next stage of writing.

Submit the draft of your Best Practices Implementation Plan in the assignment area along with your Turnitin report.

Resources

 [RefWorks](#).

 [Additional APA Resources](#).

 [Write N Cite](#).

 [Writing Center](#).

 [Stages of Writing](#).

Course Resources

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

u07d1 - Data Required

Sometimes people assume they have *data*, when all they have is *information*, which limits effective decision making. Using what you have learned in this unit, describe the differences and similarities between data and information.

Next, describe the types of data you will need for the public health issue in your final project. What are the categories of data, scope, level of detail, and other factors that will help you analyze the problem and make an informed decision?

Response Guidelines

Comment to at least two of your peers, noting additional data that might help them in their final projects. Mention any sources of data or methods of gathering information that may be helpful.

Resources

u07d2 - Decision-Making Styles

Each of us makes decisions in a style to which we have become accustomed. Whether this is off the top of our heads or from the depths of analysis, each approach must be recognized so that we understand how others make decisions. We can then guide them along a decision-making path and in doing so be assured that they have the necessary tools for effective decision making.

Using the sources from this unit, define how evidence-based decision making is different from decision making in general.

- Why is this important to the public health profession?
- From the presentation, are there particular styles of decision making that are more appropriate in the public health profession than others? Why?

Next, describe how you plan to use evidence-based decision making as a component of your final project.

- What is its role in your public health crisis plan?
- What leadership aspects are most important?

Consider Snowden and Boone's (2007) framework in your response.

Response Guidelines

Comment to at least two of your peers, adding your perspective on how evidence-based decision making can be applied in their final projects.

Resources

 [A Leader's Framework for Decision Making.](#)

Unit 8 >> Quality Management and Assessment Strategies

Introduction

Quality can be a very nebulous concept. We know it when we see it or experience it, and we also know when it is absent. Much has been written recently about quality initiatives in the health care profession, and these sources often refer to setting standards, assessing against those standards, and then adjusting procedures to make things more quality-oriented in the future.

To assure that we are achieving quality, we must first determine what it looks like.

- How do we define it in a particular public health problem?
- What would be the high-quality outcome? And once we have determined that, how will we measure it?

A milestone or benchmark is usually the method we use to create a quality standard. These are set in terms that are both measurable and reliable—a calculation, a statistic, an event—and to which we can assign a value (and then check that the value is within the range that we want) or that we can note we have achieved (a yes or no answer). For example, we can set standards for the purity of city water and if the parts per million of a particle do not exceed the standard we have set, it is acceptable—in other words, we have achieved our quality indicator.

The Question of Value

Above and beyond the issue of quality is the question of value. Value is another perception, one that we gauge based on either a quantitative or qualitative indicator. A quantitative indicator is when the cost of achieving the goal is lower than what we expected, or lower than another alternative. The value

is in achieving it in the first place, irrespective of the cost. A qualitative indicator is the benefit achieved that cannot be quantified but is instead felt by individuals. The value would be the worth that individuals describe in words from the program.

As part of a public health program plan, we must therefore incorporate assessment strategies into our approach. What standards and measures will be used to determine our success and when will we measure it?

Reporting

Finally, reporting is also important. We need to have communications strategies in place to let our stakeholders know that the program has been successful or if there are standards not met, we need to make recommendations to improve the work in progress.

If we do everything else right—design the right program, put the right organization in place to execute the plan, find the right partners, and operate efficiently—quality will be achieved. This is a good concept to keep in mind as you complete this course.



Something to ponder...

Quality, like beauty, is in the eye of the beholder. What some people will accept as quality may not agree with what others perceive. Ask three of your friends how they define quality, and how they know they have experienced it. Consider their responses and determine how this type of feedback might inform your public health plan.

Learning Activities

u08s1 - Studies

Readings

Use your course text to read the following:

- Chapter 12, "Quantitative Sciences: Epidemiology, Biostatistics, and the Use of Public Health Data," pages 209–221.
- Chapter 15, "Evaluation," pages 256–271.

Use the Capella library to read the following:

- Medford-Davis and Kapur's 2014 article, "[Preparing for Effective Communications During Disasters: Lessons From a World Health Organization Quality Improvement Project](#)" in the *International Journal of Emergency Medicine*, volume 7, issue 1, pages 1–7.
- Steinwachs's 2015 article, "[Transforming Public Health Systems: Using Data to Drive Organizational Capacity for Quality Improvement and Efficiency](#)" in *EGEMs (Generating Evidence & Methods to Improve Patient Outcomes)*, volume 2, issue 4, pages 1–14.

Research

Use the Capella library or other sources to locate and read at least three peer-reviewed articles on metrics and their uses in assessing program progress and outcomes.

Resources

u08d1 - Use of Metrics

Understanding metrics—the measures used to assess progress and outcomes—is an important component of managing the quality of our programs and assessing their strengths for replication. Define what metrics are, with particular attention to their use in the public health profession.

Then examine the public health crisis that you selected in Unit 1.

- Which metrics were used, or could be used, to assess the outcomes?
- How does this fit within the five perspectives—social, political, financial, technological, and environmental—that we have been using to discuss the case?
- What recommendations to improve the use of metrics do you have in this particular case?

Response Guidelines

Comment to at least two of your peers on the metrics used in their particular cases, providing suggestions to improve those metrics.

Resources

u08d2 - Quality Improvements

The public health crisis and intervention strategy you are preparing for the final project will, in some way, improve the health outcomes for some segment of a population. With this example in mind, define *quality* in the public health field. Then define what quality means in terms of your final project.

- How will you know when you have reached a high-quality outcome?
- What will it look like?
- What measures will you use explain to others that you have achieved your goals?

Response Guidelines

Comment to at least two of your peers on the definition of quality they plan to use in their final projects. Do you agree or disagree with their measures? What would you recommend they do differently?

Resources

Unit 9 >> Best Practices

Introduction

Solving a public health problem is about making something change. This change could be in the actions of individuals, the methods of patient care, or the approaches to public safety overall. Managing the change can assure success or invite failure, depending on how well this management is performed.

Best Practices

How do we create an environment that encourages positive change management? The answer can be placed within the framework of the units of this course. From the financial analysis segment, we can examine how well we have done compared to the budget. The second component of evaluation in terms of the budget is understanding which of the assumptions were incorrect, resulting in a variance from the budget.

From the management and organization units, we can evaluate which management styles work the best, given our type of public health problem.

- What organization design makes the most sense?
- How do group dynamics play a role in the workings of the project?
- How will our collaborative partners help us achieve the goals?
- What types of leaders do we need to make this happen?

Clearly the structure that we create behind the scenes will directly influence the outcomes of our program.

Planning

Our planning then comes into consideration. The design of the questions we ask reflect what we know about the problem and the direction we intend to take. The quality measures we use gauge our assessment of success and our completion of a full case evaluation tells us what worked and what we should consider doing differently in similar situations for the future.



Something to ponder...

We hear much about a public health crisis when it occurs, when we are in the throes of solving the problem. But we hear much, much less about the overall evaluation of the program after it is completed, once the crisis has passed. Consider some of the public health crises you have learned about throughout this course. What do you know about the evaluation after the storm has passed? How would you learn more about the program's overall success?

Keep in mind that best practices often are situational. Not every tactic will work in every approach. As you finalize your assignment for this week, consider the overall program issues and how you would design an approach in your community. This is a current and developing issue, which will impact us all for years to come.

Learning Activities

u09s1 - Studies



[MRSA Superbug Quick Case](#)

 [Transcript](#)

Readings

Use the Capella library to read the following:

- Price's 2014 article, "[Preparing a Successful, Role-specific Curriculum Vitae](#)," in *Nursing Standard*, volume 29, issue 5, page 50.

Multimedia

At the heart of all public health interventions is the need to elicit change. It might be behaviors. It might be systems. It could be any number of things that need to change, but we must understand the mechanisms behind change if we are going to design successful programs and interventions. To see how well you understand the concepts behind change management, click **MRSA Superbug Quick Case** and work through the challenges and choices associated with creating a plan to control the spread of MRSA: Methicillin-resistant *Staphylococcus aureus*.

Research

Use the Capella library, public health journals, or another source to locate and read at least three peer-reviewed articles on change management. You will need these articles in order to respond adequately to a Unit 9 Discussion.

u09a1 - Implementation of Best Practices in Public Health

This is the final component of your course project. To successfully complete this assignment, you must review and revise the draft of your Implementation of Best Practices in Public Health plan from Unit 7, refining your documents so the final products are suitable for delivery to a potential organization for your practicum.

There are two components in this assignment:

1. Best Practices in Public Health Implementation Plan: revised and refined from your draft document submitted in Unit 7.
2. Role-Specific Promotional Documents: CV and cover letter appropriate for sending to a prospective CBO.

Revise and Proofread

Review the feedback you received on your initial draft and revise all documents as necessary. Then proofread your final plan, CV, and cover letter. Refer to the resources on revision and proofreading from the Capella Writing Center (linked in Resources) before you begin this final stage of writing:

Assignment Criteria


To successfully complete this assignment, your implementation plan must include the following elements:

- A proposed management structure for a population-based program based on current management theory.
- Recommended implementation strategies focusing on best practices to ensure safe and clean work environments.
- An analysis of the administrative processes and coordination of resources within public health organizations and programs.
- The identification of funding sources for the type of public health program in this plan.
- Specific intervention strategies designed to communicate and disseminate information in public health crisis situations.
- Your personal promotional documents appropriate for sending to a prospective CBO.

Submission Requirements

Refer to the project description to ensure you have covered all of the project requirements before final submission.

- Submit your Implementation of Best Practices in Public Health plan in the assignment area by the end of this week. Your final draft should incorporate your revision based on the feedback you received on the draft from your instructor and peers, as appropriate.
- Submit your resume or CV and the cover letter you intend to send to your chosen CBO in the assignment area for instructor feedback.

 **Portfolio Prompt:** You may choose to save this learning activity to your ePortfolio, in the Professional Showcase binder in preparation for u10a1.

Resources

 [Writing Center: Revising](#).

 [Writing Center: Proofreading](#).

 [ePortfolio](#).

Course Resources

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

u09d1 - Change Management

In any public health crisis, we are asking someone or something to change as the method of achieving a solution. Understanding how we make change happen, then evaluating our success or shortcomings for future replication, is a critical part of the public health profession.

For this discussion, define *change management* using the sources you located in the study activities. Note differences and similarities in approaches or strategies from your sources.

Then, using the MRSA Superbug Quick Case (linked in Resources), describe the change management required to address the problem. Target one approach or tactic that you believe will be effective and describe it in detail. Explain your rationale in designing the program this way and make sure to address methods you would use to evaluate the success of the approach.

Response Guidelines

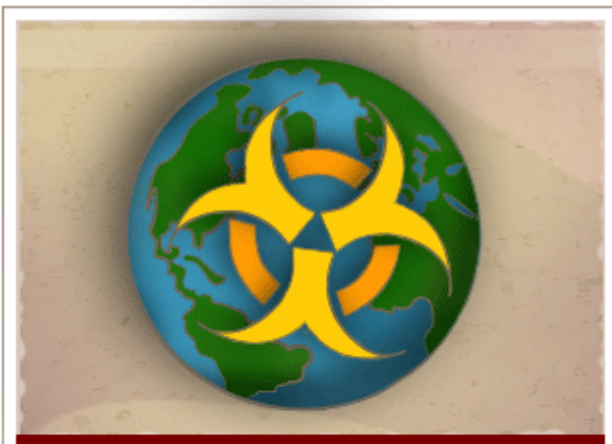
Comment to at least two of your peers on their change-management approaches to the spread of MRSA.

Resources

-  [MRSA Superbug Quick Case](#) | [Transcript](#).

Unit 10 >> Looking Ahead

Introduction



Something to ponder...

The need for public health interventions will not decrease as the world moves forward, and we each have a role to play in addressing these problems. As you consider the best practices, think also about the things that did not work. Sometimes we can learn as much from what went wrong as what goes right!

We have covered many management topics in this course that impact our public health approaches in different ways and to differing degrees. You have been exposed to many theories and practices

that may be useful to you in some situations and not in others, but each has a place in your professional toolbox.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to complete the following:

- Read Cleary and Horsfall's 2013 article, "[Keeping Your Curriculum Vitae up to Date](#)," in the *Journal of Psychosocial Nursing and Mental Health Services*, volume 51, issue 6, pages 4 and 5.

Resources

u10d1 - CBO Best Practices

In a course with broad-ranging topics and issues such as this, we hope to absorb, internalize, and integrate different ideas and perspectives. Now is the time to both reflect on your learnings and plan for your practicum. The final discussions in this course are opportunities for you to refine your ideas, documents, and CV using feedback from your colleagues. All of these are artifacts you will want to have access to when you start your practicum.

Based on what you learned through finalizing your course project in Unit 9 and from the feedback you have received, describe 2–3 best practices that have the potential to assist your CBO to better achieve its mission. Why are they appropriate?

Response Guidelines

Comment to at least two of your peers, responding to the best practices and applications that they have presented. How can you use this information?

Resources

u10d2 - CBO Cover Letter and CV

Refine and post the cover letter and CV submitted with your assessment in Unit 9 that you plan to send to the CBO that you would like to partner with for your practicum. You may omit the actual name of the organization in your post.

Response Guidelines

Comment on the cover letters of two peers with ideas about how they might better craft the letters or expand upon their strengths.

Resources

u10a1 - Practicum Preparation: Saving Important Documents

The artifacts (documents) you created in this course will be of value when you are ready for an internship or practicum. For this assignment, you will fine-tune and upload your revised CV, cover letter, and implementation plan to your ePortfolio.

You are encouraged to contact the Capella University Career Center (linked in Resources) before completing this assignment.

- Review and refine your CV and Cover letter targeted towards the organization (or type of organization) in which you hope to complete your practicum.
- Review and refine your Best Practices Implementation Plan.
- Upload any and all relevant documents to the Professional Showcase binder in your ePortfolio.

Resources

 [ePortfolio](#).

 [Capella Career Center](#).