COURSE SYLLABUS
Fall/October 2012

This is a 7 week course for management and policy students, particularly for those interested in the delivery of health and social services. Learning objectives include:

- Foster critical awareness of the student’s values in relation to the underlying management and policy issues
- Identify and enhance knowledge and skills to respond to specific caring dilemmas encountered in today’s environment.
- Promote competence in telling stories to gain attention and influence others regarding management and policy interventions
- Ability to use an evidence-based process in framing alternative management and policy interventions

The course will focus on both recognizing and responding to contemporary caring dilemmas in management and policy and making arguments to justify evidence-based interventions.

Class sessions will explore storytelling in revealing caring dilemmas faced by managers and policymakers. The course will demonstrate the practical value of story telling in persuading resource allocators and other stakeholders to make management and policy interventions. Emphasis will be on critical thinking, real-world application and decision-making in a professional environment.

Prerequisites: None

Suggested: The basic required management and policy courses.

ASSIGNMENTS:

#1 Presenting a compelling story.

Once during the semester each student will tell a compelling story about how their assigned narrative informs the caring dilemma pertinent to the readings. A rationale for compelling storytelling is the necessity for argument as well as evidence in convincing others. The presentation should last no longer than 7 minutes.
At the end of Session 1, I will assign presenters for sessions 2-6. Students should come to class prepared to participate in the discussion of narratives and topics outlined for each course session. Each session will consist of faculty and student presentations, and group discussion.

When others present, students will evaluate the storytelling according to the following criteria:

- How clear and vivid was the argument of the presentation?
- Did the presentation touch upon a relevant and important aspect of the dilemma?
- Did the presentation frame an answerable question for further research about the dilemma?

Students should evaluate during the presentation (using a sheet posted on blackboard) indicating whether they rated each presenter A, B or a C and stating the reasons why.

By the start of the following week, students will hand in a one-page write up (half a page per student) answering the above questions. (See last page of this syllabus.)

NOTE: Students are expected to assign a grade of A to no more than 3 presenters each per semester. Presenters will be evaluated by the professor. Student evaluation of the presenter is part of the class participation grade.

**#2 Translating a management challenge about a caring dilemma into an answerable research question.**

- Select one of the topics and narratives in the required readings (screenings).
- Specify the nature of the major dilemma, and the causes for the dilemma.
- Reframe the Caring Dilemma so that it is answerable research question.
- Suggest why major interventions to solve these dilemmas haven’t worked better?
- Evaluate the lessons you have learned from the Narrative Reading and/or your class presentation, that may be useful in responding to the caring dilemma?

5-8 pages, double-spaced.

**Session Topics**

1. Using Narrative to Reframe Caring Dilemmas
2. Medical Care in the Last Six Months of Life
3. Changing Health Behavior: Regulating What We Eat and Drink
4. Humanizing the Workforce for Institutions Serving Vulnerable Populations
5. Qualifying Parents: Caring for pre-school children
6. Working in Toxic Organizations
7. Maintaining Healthy Work-Life Balance
**Required Readings**

Several chapters are assigned from Eric Manheimer’s (EM) new book “12 Patients: Life and Death at Bellevue Hospital 2012, New York: Grand Central Publishing.

Other required readings are specified by session as follows.

**Session 1--Using Narrative to Reframe Caring Dilemmas  Oct 26**

**Readings:**
- “An Enemy of the People” by Henrik Ibsen (Bookstore)

**Discussion Questions:**
1. In “An Enemy of the People,” Why are the town fathers driving Dr. Stockman away when he is trying to save the town?
2. Is there anything Stockman could have done to avoid or ameliorate his fate?
3. Are the attitudes of the townspeople in Ibsen’s play reflective of how opponents of Obama-care view “government health care?”
4. What is the caring dilemma in “An Enemy of the People?”
5. Why tell stories? What does Guber say about telling effective stories?
6. How does Manheimer’s chapter inform decisions about health care provided to illegal immigrants?

**Session 2--Medical Care in the Last Six Months of Life  Nov 2**

**Readings:**
- “The Death of Ivan Ilyich” by Leo Tolstoy (Bookstore)

**Discussion Questions:**
1. Would Ivan Ilyich have lived his life differently if he knew years before what he learned during the end of his life while dying?
2. What does your own personal experience with death and dying tell you about health policy for the dying?
3. If an important cause of premature death is income inequality, what if anything should health providers do about it?
4. If an important cause of premature death is smoking behavior, to what extent should smokers pay more of their health costs now paid by taxpayers?
5. How should government and employers provide services, (such as cash for funerals) that they cannot afford?
6. How does Manheimer’s chapter inform decisions about end-of-life care in the USA?
Session 3--Changing Health Behavior: Regulating What We Eat and Drink  
Nov 9

Readings:
- “Brave New World” by Aldous Huxley (Bookstore)
- EM (optional) “Four Generations, 160-189

Discussion Questions:
1. To what extent has Huxley’s brave new world come to be? Comment on his views of reproduction, marriage, work and happiness.
2. To what extent should employers attempt to influence in what ways their employees (and their dependents) health?
3. To what extent should NYU/Wagner attempt to influence your health behavior? What if you have bad health habits?
4. To what extent are you in favor of “a soda tax” or labeling alcohol a dangerous drug to be actively discouraged as smoking has been discouraged?
5. What hasn’t diabetes self management been more effective? To what extent has it been successful? What does this tell us about changing health behavior?
6. How does Manheimer’s chapter inform decisions about obesity policy and health education in the USA?

Session 4-- Humanizing the Workforce in Institutions Serving Vulnerable Populations  
Nov 16

Readings:
- “One Flew Over the Cuckoo’s Nest” (the film, starring Jack Nicholson)
- EM, “The Singularity” 190-222.

Discussion Questions:
1. How does Kesey tell us society determines who is crazy or who is faking “being crazy?”
2. Who are the stakeholders in the funding of mental health services? What’s wrong with the present distribution of power in terms of “who gets what?”
3. Who works in institutions for the mentally ill and how are they treated? How should they be treated to humanize the care provided in these institutions?
4. Why are institutions serving the “forgotten” so underfunded and their employees so undercompensated?
5. How should institutions for the mentally ill be regulated? How should those who manage them be held more accountable for their performance and their behavior be made more transparent to those paying the bills?
6. How does Manheimer’s chapter inform decisions about mental health policy and practice in the United States?
Session 5--Qualifying Parents: Caring for Pre-School Children   Nov 23

Readings:
- Madame Bovary by Gustave Flaubert, Parts 1 and 2 through chapter 8, 135 pages (in Davis translation), Viking Penguin, 2010. (Bookstore)

Discussion Questions:
1. Should parents like Emma and Charles Bovary be allowed to keep her natural child? Why or why not? How should Madame Bovary been discouraged from having children? Or how should she have been encouraged by whom to learn how to be a more qualified parent?
2. How would you know whether someone is qualified to be a parent? How will you learn to be qualified to be a parent?
3. Why don’t mothers enroll their children in Medicaid?
4. Why don’t hospitals see that neonates receive better care after they leave the nursery?
5. What should schools do to improve health services for their enrolled children?
6. How does Manheimer’s chapter inform health policy and practice in the USA?

Session 6--Working in Toxic Organizations   Nov 30

Readings:
- What Makes Sammy Run, (Budd Schulberg), Vintage 1990, 1-158. (Bookstore)

Discussion Questions:
1. Is there anything that you can learn from “What Makes Sammy Run” that is applicable to working in non-profit and public organizations?
2. What makes or does not make Bellevue Hospital a toxic organization to work in?
3. What’s “healthy” about working for an organization like Geisinger Medical Center?
4. How do you find out about organizational and managerial ethics when you are finding a job?
5. How do you tell your story so that you get adequate credit for your work in your team and in your organization?
6. How can we stop plagiarism on the job? At Wagner? To what extent does “free-rider-ism” exist on team projects?
Session 7--Maintaining Healthy Work-Life Balance       Dec 7

Readings:
- Little Dorrit, Chapters 6-10 by Charles Dickens, Modern Library Classics, 2002, 59-127. (Bookstore)

Discussion Questions:
1. What does Little Dorrit have to do with working and being a patient at Bellevue? Discuss from the points of view of Little Dorrit and her father?
2. How do the women in this class pursue a career and raising a family?
3. What is the responsibility of government, employers, schools, and health care organizations for helping women’s like Little Dorrit in today’s America?
4. How is or is not Lois Quam working too hard?
5. How do you advise colleagues or fellow students who are “working too hard” or “not working hard enough”?
6. What should organizations and or society do, if anything, for staff who regularly work nights and weekends? For managers who regularly work 80 hours a week.

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<thead>
<tr>
<th>GRADES: Grading Weight</th>
<th>%</th>
<th>Due</th>
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<tbody>
<tr>
<td>Class Presentation</td>
<td>25%</td>
<td>Weeks 2-6</td>
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<tr>
<td>Written paper</td>
<td>50%</td>
<td>Week 6</td>
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<tr>
<td>Class Participation (and Evaluations)</td>
<td>25%</td>
<td>Week 3-7</td>
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Evaluation By Students of the Presenter Form

YOUR NAME ______________________________________

Name of Presenter __________________________

How clear and vivid was the argument and the presentation?

Did the presentation touch upon a relevant and important aspect of the caring dilemma?

Did the presentation frame an answerable question for future research about the caring dilemma?

Other Comments

What Grade would you give and why?
Evaluation of the Presenter by the Professor Form

Name of Presenter ____________________________

How clear and vivid was the argument of the presentation?

Did the presentation touch upon a relevant and important aspect of the dilemma?

Did the presentation frame an answerable question for further research about the dilemma?

Other Comments.

Grade