Fall 2016

HSPM 7332 - Population Health

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Prerequisites: Admission to the MHA Program

FOLIO Access: https://my.georgiasouthern.edu/portal/portal.php

Catalog Description: Delivering care to meet the needs of the population of the communities, a health organization service requires a strategic approach and an organizational culture that attends to those healthcare needs. This course is designed to familiarize students with the current applications of social and behavioral sciences. It is an overview of healthcare and public health management and administration, managerial decision making and the practical knowledge, tools, processes and strategies required to operate successfully with a population health focus by the healthcare organization.

Required Textbook:


Secondary Text: Additional articles, supplemental materials, and URLs/website addresses will be supplied by the instructor and students in the course.

Course Credit: This is a three-credit hour course.

Course Delivery Platform: Lecture
JPHCOPH (College Level) Student Learning Outcomes: At the completion of the M.H.A. degree program all students will be able to understand and apply concepts concerning:

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostats, Epid, Env Health, Hlth Policy/Mgt, & Social/Behav Sc) in practice & research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

Health Policy and Management (Departmental Level) Student Learning Outcomes: At the completion of the M.H.A. degree program all students will be able to understand and apply concepts concerning:

I. Analyze and evaluate the financial management of health organizations including structuring, marketing, and governance.
II. Evaluate the management of change in health organizations.
III. Conduct and interpret relevant health administration research using appropriate research designs and analytic techniques.
IV. Communicate health services administration principles and concepts to lay and professional audiences through both oral and written communication

Program Competencies: At the completion of the M.H.A. degree program all students will be able to (domains are listed first and competencies under each domain follow; established in Spring, 2015):

I. COMPETENCY DOMAINS
   A. Measurement and Analysis
      Measurement: Identify information needs, and gather and understand relevant data information in order to define a problem, to assess a situation, or to implement a set of metrics.
      Analysis: Organize, manipulate and use information to assess performance, to identify alternative courses of action, to investigate hypotheses, or to accomplish other strategic goals.
   B. Communication
      Receive and convey information in ways that encourage continued dialogue among stakeholders. Effective communication involves strong written and oral transmission skills, responsive listening, and use of creative strategies for exchanging information.
   C. Leadership
      Influence others to reach their highest level of effectiveness in achieving common goals, both as individuals and in teams. Establish direction and engage various constituencies to produce a shared vision of the future, motivating and committing them to action, and making them responsible for their performance.
   D. Law and Ethics
      Establish high ethical standards, create a culture of shared ethical values and legal understanding, and transform those ideals into visions and expected behaviors.
E. **Professional Development**
   Required to excel professionally throughout one’s career and to make meaningful contributions to the field.

II. **COMPETENCIES BY DOMAINS**

**Domain 1: Measurement and Analysis**

**Measurement:**
- A.1 Identify appropriate sources and gather information, effectively and efficiently.
- A.2 Appraise literature and data critically.
- A.3 Develop, understand and use data from performance, surveillance or monitoring systems.

**Analysis:**
- A.4 Financial analysis: Understand and explain financial and statement; prepare and manage budgets; and make sound long-term investment decisions.
- A.5 Statistical analysis: Understand and apply basic statistical methods relevant to public health practice.
- A.6 Policy analysis: Understand the policy-making process and the role of politics; assess a problem and identify and compare potential policy solutions; and understand and critically assess methods to evaluate policy impact.
- A.7 Economic analysis: Use basic microeconomic theory to understand how the incentives of consumers, providers, and payers affect behaviors, costs, and other outcomes; understand and apply basic econometric tools for the empirical study of issues in health economics.
- A.8 Operational analysis: Analyze, design, or improve an organizational process, including the use of quality management, process improvement, marketing and information technology principles and tools.
- A.9 Population health assessment: Understand and apply basic epidemiologic principles, measures, and methods to assess the health status of a population; identify risk factors in individuals and communities; evaluate the impact of population-based interventions and initiatives.
- A.10 Decision Making: Implement a decision-making process that incorporates evidence from a broad analysis that includes uncertainty, risk, stakeholders, and organizational values.

**Domain 2: Communication**

- B.1 Convey: Speak and write in a clear, logical, and grammatical manner in formal and informal situations; prepare cogent business presentations; facilitate an effective group process.
- B.2 Listen: Receive, process, and respond appropriately to information conveyed by others.
- B.3 Interact: Perceive and respond appropriately to the spoken, unspoken, or partly expressed thoughts, feelings, and concerns of others.

**Domain 3: Leadership**

- C.1 Organizational Vision: Through effective governance, establish an organization’s values, vision, and mission; systematically enhance performance and human material and knowledge resources.
C.2 Strategic Orientation: Analyze the business, demographic, ethnocultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.

C.3 Accountability: Hold self and others accountable to standards of performance; encourage commitment to the long-term good of the organization.

C.4 Change Leadership: Energize stakeholders and sustain their commitment to the organization while adapting to changes in the environment.

C.5 Collaboration: Work collaboratively with others as part of a team or group, demonstrating commitment to the team’s goal and encouraging individuals to put forth their best effort.

C.6 Organizational awareness: Understand and learn from governance structures, formal and informal decision making structures, and power relationships in an organization, industry, or community.

Domain 4: Law and Ethics

D.1 Use legal reasoning as a tool for analysis, communication, strategy and planning.

D.2 Behave ethically and promote standards of ethical behavior throughout organizations and professional communities.

D.3 Develop an understanding of healthcare state and federal legislation as it affects healthcare organizations.

Domain 5: Professional Development

Self-Awareness:

E.1 Actively seek feedback from others, reflecting and learning from successes and failures.

E.2 Develop an accurate view of own strengths and developmental needs, including the impact one has on others.

Self-Development:

E.3 Continuously push self to raise personal standards of performance and exceed expectations.

E.4 Address knowledge, skills, and other developmental gaps through reflective, self-directed learning, and by trying new approaches.

E.5 Establish, build, and sustain a career plan for professional development.

Course Objectives: Upon completion of the course students should be able to:

1. Define the concept and components of population health and articulate the need for a population health management approach to health care education, organization, financing, delivery and policy.

2. Synthesize knowledge of how individual and community-level contextual factors can influence health care utilization, health outcomes and associated medical and societal costs.

3. Describe the role of health care organizations in understanding and managing the behaviors of patient populations.

4. Discuss the business value of population health management to health organizations and identify opportunities and tools for health care system improvement to facilitate population health management.
5. Describe the value of data and research in population health management.

**Instructional Methods:**

Class meetings will be a combination of lecture, class discussion, and active participation. Computer-generated presentations will be used in the lecture portion of this course. Prior to each lecture, the student is encouraged to complete the recommended readings and actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each lecture experience.

**Course Requirements:**

**Class Participation:** Class participation is an integral part of the learning process. Students will be expected to remain current with the readings, contribute to discussion of the week’s topics, have completed the current week’s assignments, ask questions, make comments, and agree/disagree with the professor and peers. You must come to in-class sessions prepared (read chapter and other readings for the week before class and do assignments), discuss issues, and review assignments. Students are also encouraged to interact and engage in discussions on course content with the instructor and peers outside of class-times, using the “General Discussion Section” in Folio.

**Quizzes:** Students will also complete 3 quizzes. Quizzes will assess students’ understanding of the material presented. There will be no make-up quizzes if a student fails to complete a quiz.

**Group Paper and Presentation:** Each group will complete a research paper that takes a position on the value of population health management to health care organizations and uses research and analyses to defend and advance such position. The paper will be 1500 words maximum, double spaced, and include a title page, abstract (200 words maximum), introduction, literature review, discussion, and references (APA style). Groups will present their work to their peers and will be evaluated by the instructor as well as by classmates. More information on the group paper and presentations will be provided in class.

**Final Examination:** There will be an in-class final examination in week 17 (December 6 2016). The exam will cover the concepts covered over course of the semester.

**Please Note:** Samples of your work may be reproduced for research purposes and/or inclusion in the professor’s teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

**Instructor Response Times:**

- Email: Within 36 hours
- Assignment grades: Within a week of submission date.
- Exceptions: Response times on weekends may vary.
Grading:

Course requirements will contribute to grade as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (15% each)</td>
<td>45%</td>
</tr>
<tr>
<td>Group Paper and Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

For calculation of your final grade, all grades above will be included.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the professor within a reasonable amount of time. Nota Bene: Extensions are not guaranteed and will be granted solely at the discretion of the professor. NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!

Policy on Late Submissions:

Students will be penalized for late submissions of assignments based on the following criteria:

☐ Assignment submitted within 24 hours after due date: 10% deduction
☐ Assignment submitted within 25-72 hours after due date: 25% deduction
☐ Assignment submitted within 73 hours - 1 week after due date: 50% deduction
☐ Assignment submitted after 1 week: Will NOT be graded.

Please note that you will not be allowed to take quizzes after the due date.

Attendance Policy:

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance is required for in-class lectures.

Students with Special Needs and Disabilities:

If you have needs that require assistance from the instructor, please contact the instructor during the first week of class so your needs can be met. Students with disabilities and special needs should contact the Student Disabilities Resource Center (SDRC) as soon as possible:

Student Disabilities Resource Center (SDRC):
http://studentsupport.georgiasouthern.edu/sdrc/

Academic Integrity:

Students are expected to follow guidelines outlined in the Student Conduct Code 2013-2014 policy regarding academic dishonesty. Any student found in violation of academic honesty will receive a grade of ‘F’ for the course. It is the student’s responsibility to familiarize him/herself...

**Academic Misconduct:** Academic Misconduct according to GSU’s policy includes (but is not limited to):

- **Cheating**
  a) submitting material that is not yours as part of your course performance;
  b) using information or devices that are not allowed by the faculty;
  c) obtaining and/or using unauthorized materials;
  d) fabricating information, research, and/or results;
  e) violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;
  f) collaborating with others on assignments without the faculty’s consent;
  g) cooperating with and/or helping another student to cheat;
  h) demonstrating any other forms of dishonest behavior.

- **Plagiarism**
  Plagiarism is defined as, “appropriating and putting forth as one’s own the ideas, language, or designs of another” (The Living Webster, 1975), and it is strictly forbidden. Written and oral presentations must be a student’s own work. Students plagiarizing or cheating in any form will face disciplinary action which could result in failure of this course, or suspension or expulsion from the University. Copying from written materials, presentations, websites, etc. without source acknowledgement and reference is plagiarism. Read it, appreciate it, learn from it, and make sure you source it – and then reflect it with your own thoughts and words!

  Plagiarism according to GSU’s policy includes (but is not limited to):
  a) directly quoting the words of others without using quotation marks or indented format to identify them;
  b) using sources of information (published or unpublished) without identifying them;
  c) paraphrasing materials or ideas without identifying the source;
  d) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

  If you are uncertain about what constitutes plagiarism, please contact the Instructor. If you are accused of either cheating or plagiarism by a JPHCOPH faculty, the policy, as per the Student Affairs website (http://deanofstudents.georgiasouthern.edu/conduct/resources/faculty/academic-dishonesty/) will be enforced.

**Academic Handbook:** Students are expected to abide by the Academic Handbook, located at http://students.georgiasouthern.edu/sta/guide/. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

**University Calendar for the Semester:** The University Calendar is located with the semester schedule, and can be found at: http://www.collegesource.org/displayinfo/catalink.asp.
The course syllabus and schedule of topics provide a general plan for the course; deviations may be made by the Instructor as necessary. Any changes to the syllabus will be announced in advance. Additional reading materials may be required and made available to students via handout or other means. In addition, as noted in the “Course Requirements” section above, students are expected to independently access and be familiar with health care issues and topics as presented in various media.

### Course Schedule, Topics and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/16/16</td>
<td>Course Overview</td>
<td>Syllabus Overview and Introductions</td>
</tr>
<tr>
<td></td>
<td>8/18/16</td>
<td>Introduction to Population Health</td>
<td>Read Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>8/23/16</td>
<td>Population Health Education</td>
<td>Read Chapter 4</td>
</tr>
<tr>
<td></td>
<td>8/25/16</td>
<td>Politics and Population Health</td>
<td>Read Chapter 5</td>
</tr>
<tr>
<td>3</td>
<td>8/30/16</td>
<td>Group Project Overview</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>9/6/16</td>
<td>Understanding Patient Behavior: Implications for Population Health</td>
<td>Read Chapter 6</td>
</tr>
<tr>
<td></td>
<td>9/8/16</td>
<td>Understanding Patient Behavior: Implications for Population Health</td>
<td>Read Chapter 8</td>
</tr>
<tr>
<td>5</td>
<td>9/13/16</td>
<td>Patient Engagement</td>
<td>Read Chapter 7</td>
</tr>
<tr>
<td></td>
<td>9/15/16</td>
<td>Health System Navigation</td>
<td>Read Chapter 9</td>
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<tr>
<td>6</td>
<td>9/20/16</td>
<td>Transitions of Care</td>
<td>Read Chapter 10</td>
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<tr>
<td></td>
<td>9/22/16</td>
<td>Health Care Quality and Safety</td>
<td>Read Chapter 11</td>
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<tr>
<td>7</td>
<td>9/27/16</td>
<td>Group Project Discussions</td>
<td>Quiz 2</td>
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<tr>
<td></td>
<td>09/29/16</td>
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<tr>
<td>8</td>
<td>10/4/16</td>
<td>Information Technology for Population Health Management</td>
<td>Read Chapter 12 pg. 231-248 Additional Reading will be provided</td>
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<tr>
<td></td>
<td>10/6/16</td>
<td>Information Technology for Population Health Management</td>
<td>Read Chapter 12 pg. 249-254 Additional Reading will be provided</td>
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<tr>
<td>9</td>
<td>10/11/16</td>
<td>Decision Support</td>
<td>Read Chapter 13</td>
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<td></td>
<td>10/13/16</td>
<td>Successful Population Health Models</td>
<td>Read Chapter 14</td>
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<td></td>
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<td></td>
<td>Read Appendix I, II &amp; III</td>
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<tr>
<td>10</td>
<td>10/18/16</td>
<td>Legal Implications of Health Reform</td>
<td>Read Chapter 15</td>
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<td></td>
<td>10/20/16</td>
<td>The Business Value of Population Health Management</td>
<td>Read Chapter 16</td>
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<tr>
<td>11</td>
<td>10/25/16</td>
<td>Marketing &amp; Communication</td>
<td>Read Chapter 17</td>
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<tr>
<td></td>
<td>10/27/16</td>
<td>Marketing &amp; Communication</td>
<td>Read Chapter 17</td>
</tr>
<tr>
<td>12</td>
<td>11/1/16</td>
<td>Group Project Discussions</td>
<td>Quiz 3</td>
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<tr>
<td></td>
<td>11/3/16</td>
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<tr>
<td>Date</td>
<td>Research and Development in Population Health</td>
<td>Read Chapter 18</td>
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<tr>
<td>11/10/16</td>
<td>Comparative Effectiveness Research and Population Health</td>
<td>Read Chapter 19</td>
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<tr>
<td>11/15/16</td>
<td>The Future of Population Health</td>
<td>Read Chapter 20</td>
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<tr>
<td>11/17/16</td>
<td><strong>Group Project Discussions</strong></td>
<td></td>
<td></td>
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<tr>
<td>11/22/16</td>
<td>THANKSGIVING</td>
<td>No Class</td>
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</tr>
<tr>
<td>11/24/16</td>
<td>THANKSGIVING</td>
<td>No Class</td>
<td></td>
</tr>
</tbody>
</table>
| 11/29/16 | **Presentations**  
**Group Paper Due** | |
| 12/1/16 | **Presentations** | |
| 12/6/16 | **FINAL** | |

**Disclaimer:**
The contents of this syllabus are as complete and accurate as possible. The professor reserves the right to make any changes necessary to the syllabus and course material. The professor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.