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HSPM 7332 - Population Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

HSPM 7332: Population Health
Fall 2017

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<u>Office Hours:</u>	Tuesdays and Thursdays 8:30am to 11:30am Other times by appointment
<u>Web Page:</u>	http://www.georgiasouthern.edu/
<u>Class Meets:</u>	Tuesdays and Thursdays 2pm to 3:15pm (Hendricks Hall 3001) Except for November 14 th 2017 (Carroll Building Room 2229)

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

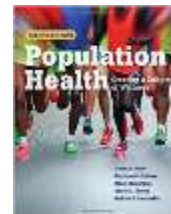
Prerequisites: Admission to the MHA Program

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:

Population Health: Creating a Culture of Wellness, 2nd Edition, by David B. Nash, Raymond J. Fabius, Alexis Skoufalos, Janice L. Clarke & Melissa R. Horowitz. Publisher: Jones & Bartlett. 2016.
(ISBN 978-1-248-088630-0)



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 a 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 the 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 the 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 the 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:

Quizzes (15% each)	45%
Group Paper and Presentation	25%
Final Examination	20%
Class Attendance and Participation	10%

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

with the student policies and expectations set forth in the GSU *Student Conduct Code 2013-14*. The handbook can be found at <http://deanofstudents.georgiasouthern.edu/conduct/wp-content/uploads/sites/3/2013-2014-SCC-8.19.13.pdf>. You are also expected to follow guidelines set forth in the entire JPHCOPH Student handbook:

<https://docs.google.com/file/d/0B2ms15eoGveqOHIEUW53X0ZSWVE/edit>

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 acknowledgment 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>.

Course Schedule

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

Week	Date	Topic	Assignment
1	8/15/17	Course Overview Group Project Overview	Syllabus Overview and Introductions
	8/17/17	Introduction to Population Health	Read Chapter 1 & 2
2	8/22/17	Population Health Education	Read Chapter 4
	8/24/17	Politics and Population Health	Read Chapter 5
3	8/29/17		Quiz 1
	8/31/17	Understanding Patient Behavior: Implications for Population Health	Read Chapter 6
4	9/5/17	Understanding Patient Behavior: Implications for Population Health	Read Chapter 8
	9/7/17	Patient Engagement	Read Chapter 7
5	9/12/17	Health System Navigation	Read Chapter 9
	9/14/17	Transitions of Care	Read Chapter 10
6	9/19/17	Health Care Quality and Safety	Read Chapter 11
	9/21/17		Quiz 2
7	9/26/17	Information Technology for Population Health Management	Read Chapter 12 pg. 231-248 Additional Reading will be provided
	9/28/17	Information Technology for Population Health Management	Read Chapter 12 pg. 249-254 Additional Reading will be provided
8	10/3/17	Decision Support	Read Chapter 13
	10/5/17	Successful Population Health Models	Read Chapter 14 Read Appendix I, II & III
9	10/10/17	Legal Implications of Health Reform	Read Chapter 15
	10/12/17	Group Project Work	
10	10/17/17	Group Project Work	
	10/19/17	The Business Value of Population Health Management	Read Chapter 16
11	10/24/17	Marketing & Communication	Read Chapter 17
	10/26/17		Quiz 3
12	10/31/17	Research and Development in Population Health	Read Chapter 18 & 19

	11/2/17	The Future of Population Health	Read Chapter 20
13	11/7/17	Group Project Work	
	11/9/17	Group Project Work	
14	11/14/17	Group Project Work	
	11/16/17	Group Project Work	
15	11/21/17	THANKSGIVING	No Class
	11/23/17	THANKSGIVING	No Class
16	11/28/17		Presentations Group Paper Due
	11/30/17		Presentations
17	12/5/17		<u>FINAL</u>

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.