

Oakland University

School of Health Sciences

HS 4900: Population Health, Health Policy, & Healthcare Delivery

CRN/SEC:
14832/002

Term/Year:
Winter 2018

Class Day/Time:
Tuesday 6:30 p.m. - 9:50 p.m.

Class Building/Room:
Hannah Hall, Room 113

Credits: 4

Professor:
Caress Dean, PhD, MPH

Office:
3097 Human Health Building

Office Hours:
Monday 3:00-4:00 p.m.; Tuesday 2:00-3:00 p.m.;
or by appointment

Office Phone:
248-364-8845

Email: caressdean@oakland.edu

TEXTBOOK AND RESOURCES

- Nash, D.B., Fabius, R.J., Clarke, J.L., Skoufalos, A. (2015). *Population Health: Creating a Culture of Wellness*. Jones & Bartlett Publishers
- Additional resources and course material will be made available on Moodle.

COURSE DESCRIPTION

Population health, described as the health of groups of individuals within a community, city, county, state, or country, has been placed on the forefront of healthcare in the United States. This course intends to enhance students' understanding of health issues faced by populations and collaborative efforts among public health, healthcare systems, and other organizations to improve health outcomes. Emphasis will be placed on understanding the continuum of care, policy synthesis, evidence-based care, population health research, and patient and community engagement.

STUDENT LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify populations at risk.
2. Assess populations' needs, assets, and capacities.
3. Explain effects of personal and environmental factors on a population's health.
4. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific population health data.
5. Explain the organization, structure, and function of healthcare systems.
6. Articulate common population health quality measures.
7. Explain how structural bias, societal inequities, and racism undermine the health of populations.
8. Describe population health-related policies.
9. Articulate the role of health information technology in improving population health.
10. Synthesize concepts related to the development of population-based policies, programs, or interventions.
11. Design a population-based policy, program, project, or intervention.
12. Communicate audience appropriate content in written format.

COURSE ACTIVITIES

Students will gain the preceding outcomes through reading their textbook, attending course lectures, participating in discussions, and completing the group project.

EVALUATION METHODS

Evaluation methods include the muddiest/crystal clear point assignment, 5-minute papers, a group paper, in-class discussions, and a reflection paper.

Course Procedure and Grade Determination:

Muddiest/Crystal clear points assignment:

Each student will complete one muddiest/crystal clear point assignment via Moodle. The objective of this assignment is to encourage students to read and reflect on the assigned readings. Students will identify a concept from the assigned reading that they perceive (or believe their colleagues would perceive) as challenging to understand and apply to population health. In addition, students will identify one concept that they view as crystal clear and briefly explain its implications on population health. The assignment will be written in 300 words or less and submitted 48 hours before the corresponding lecture occurs. The due date can be found on the course calendar. The rubric and additional details can be found on Moodle.

5-Minute paper:

The goal of the 5-minute paper is to examine students' understanding of concepts covered during course lectures. Students will describe a key point learned from the assigned reading and provide an example of how it can be used to improve the health of a specific population. There will be a total of three 5-minute papers that should be written in 500 words or less and must be submitted through Moodle within a week of when the corresponding lecture occurred. Due dates are presented on the course calendar. The rubric and additional details are available on Moodle.

Group paper:

Over the course of the semester, students will work with a community partner to complete a population health project. This paper will illustrate the activities and outcomes of the partnership. Additional details will be provided during the first day of class and made available Moodle.

In-class discussion:

It is recommended that students read the assigned chapters to participate in class discussions. The professor will use the in-class discussion to assess students' understanding of related concepts.

Reflection paper:

Students will complete a reflection paper on performing the group project with the community partner. The reflection paper will explore the application of course concepts and related skills. Additional details on completing the reflection paper can be found on Moodle. The reflection paper is due on April 25 at 11:55 pm.

Attendance:

Students are expected to attend all class sessions. If you are unable to attend class due to an illness, a personal emergency, or for another legitimate reason, please email the professor as soon as possible. Students are responsible for material covered during their absence. Missing more than three classes lowers your final course grade by 5%.

Grade Distribution:	
<u>Evaluation Method</u>	<u>Points</u>
Muddiest point assignment (1x20)	20
5-Minute paper (3x20)	60
Group paper	250
In-class discussion	50
Reflection paper	50
Total:	430

Course Expectations:

Late Assignment Policy:

Students will be penalized for late submissions. Any assignment submitted after the due date/time will be deducted five points. Students will be deducted an additional 5 points for each day the assignment is late. Students/groups in need of extensions due to unforeseen circumstances, must contact the professor as soon as possible. Limited or no accommodations will be given to students that wait to the due date to contact the professor.

Plagiarizing:

“Plagiarism is using someone else’s work or ideas without giving that person credit; by doing this students are, in effect, claiming credit for someone else’s thinking. Whether students have read or heard the information used, they must document the source of information. When dealing with written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which digest the source of information and produce it in the student’s own words). Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person’s work, the ideas are still the other person’s, and failure to give credit constitutes misrepresentation of the student’s actual work and plagiarism of another’s ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one’s own work is plagiarism.”

Personal Conduct:

It is important for students to conduct themselves in a professional manner. This includes communication/emails to your professor and classmates, and being respectful of classmates’ opinions.

Special Considerations:

Students in need of academic accommodations are encouraged to contact the Office of Disability Support Services (<https://wwwp.oakland.edu/dss/>). It is also important for the student inform the professor of their needs as soon as possible.

Course Expectations Continued:Incomplete Grade (“I” grade):

Students, who for reasons beyond their control (illness, bereavement, accident) are unable to complete the coursework by the end of the semester may request an “incomplete grade”. The student and the professor must complete the “Request for an Incomplete Grade” form. The incomplete grade must be approved at least one day before the final examination. It is the professor’s decision to allow an incomplete grade.

Email:

It may take the professor up to 48 hours to respond to an email. If a response is not provided by that time, please send the email again. Students should also keep in mind that the professor might not answer emails on the weekend.

Emergency Procedure:

In the event of an emergency on campus, your professor will provide guidance and direction on actions to be taken.

Recommendation:

The professor is more than happy to write recommendation for students that actively engage in class sessions and scored a 3.7 or better in the course.

Student Recourses:

<i>Name</i>	<i>Contact Information</i>
<u>Disability and Support services</u>	North Foundation Hall, Room 103A, 318 Meadow Brook Road; (248) 370-3266; website: https://oakland.edu/dss/
<u>Oakland University Counseling Center</u>	Graham Health Center, East Wing, 408 Meadow Brook Road; (248) 370-3465; website: https://oakland.edu/oucc/
<u>The Writing Center</u>	Kresge Library, Room 212, 100 Library Drive; (248) 370-3120; website: https://www.oakland.edu/ouwc/
<u>Student Technology Center</u>	Oakland Center, Room 44, 312 Meadow Brook Road; (248) 370-4TEC (4832); website: https://oakland.edu/stc/software/
<u>Veterans Support Services</u>	North Foundation Hall, Room 116, 318 Meadow Brook Road; (248) 370-2010; website: https://oakland.edu/veterans/
<u>Gender and Sexuality Center (GSC)</u>	Oakland Center, Room 49D, 312 Meadow Brook Road; (248) 370-4336; website: https://oakland.edu/gsc/

Grading scale:

	Percent	Grade point		Percent	Grade point		Percent	Grade point
A	98-100%	4.0	C	79%	2.9	D	69%	1.9
	96-97%	3.9		78%	2.8		68%	1.8
	94-95%	3.8		77%	2.7		67%	1.7
	92-93%	3.7		76%	2.6		66%	1.6
	90-91%	3.6		75%	2.5		65%	1.5
				74%	2.4		64%	1.4
B	88-89%	3.5		73%	2.3		63%	1.3
	86-87%	3.4		72%	2.2		62%	1.2
	84-85%	3.3		71%	2.1		61%	1.1
	82-83%	3.2		70%	2.0		60%	1.0
	81%	3.1						
	80%	3.0				F	≤59%	0.0

COURSE CALENDAR

Week	Date	Lecture/Discussion Topic	Readings	Due
1	1/9	Overview of course and discussion of project & Population health promise	*CH 1	
2	1/16	Spectrum of care & Policy implications	CH 2 & CH 3	
3	1/23	Behaviour change & Behavioural economics	CH 8 & CH 6	
4	1/30	Group work day	CH 4 & CH 17	
5	2/6	Research and development & Comparative effectiveness research	CH 18 & CH 19	Muddiest/Crystal point on CH 18 & CH 19 due 2/4 @ 1:00 pm
6	2/13	Information technology & Patient engagement	CH 12 & CH 7	5-Minute paper #1 on CH 12 & CH 7 due 2/20 @ 5:00 pm
7	2/20	WINTER RECESS		
8	2/27	Transition care	CH 10	
9	3/6	Healthcare quality	CH 11	
10	3/13	Health system navigation	CH 9	
11	3/20	Decision support	CH 13	5-Minute paper #2 on CH 13 due 3/27 @ 5:00 pm
12	3/27	Group work day		
13	4/3	Population health in action	CH 14	5-Minute paper #3 on CH 14 due 4/10 @ 5:00 pm
14	4/10	Making a case for population health & Future of population health	CH 16 & CH 20	
15	4/17	Project presentation		
16	4/24			Group paper due 4/24 @ 1:00 pm
	4/25			Reflection paper due 4/25 @ 11:55 pm

*All "CH" refer to Nash and colleagues.