

COMH 6310

Population Health

Credit Hours: 3

Semester: Spring

Year: 2022

Class Day/Time: Thursday 6:00 - 9:00

Class Location: Online and remote

Instructor of Record: Agatha Borne, DVM, PhD

Office: H247 or H204
Office Phone: (903) 877-1439
E-Mail: agatha.borne@uthct.edu
Office Hours:

- Individually scheduled* for face to face on-campus meeting
- Scheduled* teams meeting for individuals or a group

**To set up an appointment, please use email. Alternately, message me through Canvas, call my office phone and leave a message, or text me through TEAMS.*

Course Description: Delivering care to meet the needs of the community, 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 administration.

Prerequisite: N/A

Co-requisite: N/A

Student Learning Outcomes (SLO or “course objective”):

By the end of this course, students will be able to:

1. Differentiate between population health and public health. Students will apply the basic terminology and definition of population health to the study of health status/outcomes, health determinants, and health behaviors.
2. Identify health disparities within and across populations.
3. Evaluate current health issues and systems from a population health perspective.
4. Identify and utilize population health metrics (e.g. incidence, prevalence, quality of life, mortality rates, etc.).
5. Describe the role of behavior in population health outcomes and health status.
6. Explain the roles of law and policy in health system conversion to a population-health-based culture of wellness and prevention.

Course Assessment/Methods of Evaluation:

Course Requirements and Grading:

Students are expected to keep track of their performance throughout the semester and seek guidance from instructor if their performance drops below satisfactory levels.

Grades will be based on the number of points earned on assignments, completion of required training, attendance, and projects. On a percentage basis, final grades will be computed as:

90% + = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

< 60% = F

Class Assignments and Reflections: 45% of final grade

Graded assignments of varying weights and formats are assigned within classes and/or class module content. Reading assignments for the course are available in Canvas modules. Failure to turn in an assignment in Canvas by **Noon** on the due date will result in a ZERO for that assignment. Due dates are detailed in the course content section and calendar.

Class Projects:

- **Health Equity Report Project:** This project and presentation will be worth 20% of the final grade. Specifics of the project are described in the online class assignment titled Health Equity Report Project (HER).

Components making up the overall HER grade (150 pts total):

1. The slides and presentation will be worth 140 points:
 - Presentation = 100 points
 - Rough draft of slide submission by due date and time = 20 points
 - Final slides submitted on time = 20 points
 - Failure to submit the hard copy of the draft and/or final slides by the scheduled due dates and time will result in a loss of points for each student in a group.
 - The due dates for the presentation and slides are provided in the course content section. If changes are made these will be updated in the online announcements section.
 - The assignments must be submitted in Moodle.
2. Presentation feedback surveys – 10 points
 - Each student is required to submit constructive feedback for each other presentation (a rubric will be provided). These will either be group or student, depending on class size. Failure to submit any of these (each group or each student, depending on class size) results in loss of total points.
3. Peer grade within groups – (Not applicable if individual projects are done instead of groups)
 - Each student will assign a letter grade to each other student within their own project group based upon that peer's contribution to the project and presentation. Please provide the reasons the grade was given - ie. what assignments, activities or tasks the person was responsible for, how they worked within the team, professionalism, conduct, etc.

If a grade of 'C' or lower is given to a peer, please describe what assignments, activities or tasks the person was responsible for but did not complete, and why their grade is not up to par. In addition, the person assigning the grade is to describe the actions/steps they and the group used in attempts to motivate their peer to participate in development and completion of the final the project/presentation and submit/complete their assigned tasks.

Please remember, you cannot dock someone if they were left out of the conversation due to someone's control or micromanagement issues. Communication is key!!!

So, documentation is essential.....Thus, a project activities plan, task list, and timeline with documented due dates will support everyone's responses. Ambiguous assumptions will not.

- **Policy Review Project:** 10% of the final grade. Specifics of the project are described within the online course class assignment titled Policy Review Project.

Training class (20% of final grade) in Motivational Interviewing (MI) is required for the course. This is a 2-part training which will be scheduled as face-face, additional synchronous classes, or as separate meeting times. An assignment is associated and described in course content.

Attendance: Attendance will be taken at synchronous classes and is worth 5% of the class grade.

Linked Program Learning Outcomes:

The student learning outcomes listed above address the following MPH Program PLOs:

- PLO1 - The student will demonstrate mastery in core knowledge areas in public health: Epidemiology, Social & Behavioral Sciences, Health Policy and Management.
- PLO3 - The student will demonstrate proficiency in using multiple informational resources to gather, analyze, apply and report solutions to public health problems with a special emphasis on rural community health.
- PLO4 - The student will demonstrate proficiency in English communication in both oral (public speaking) and written forms as they pertain to conveying key concepts in public health.
- PLO5 - The student will demonstrate proficiency in using computers and other forms of digital technology and media as they pertain to research, office management and public health issues.
- PLO6 - The student will demonstrate independent and critical thinking skills.

Textbook*:

Nash, D.B., Fabius, R.J., Skoufalos, A., & Clarke, J.L. (2016). Population health: Creating a culture of wellness (2nd edition). Burlington, MA: Jones & Bartlett Learning. (ISBN-13: 978-1284047929).

***NOTE:** Additional course readings and media will be assigned in Canvas within class content or within the required reading page.

Other Class Policies:

Attendance:

Regular or punctual attendance is expected at synchronous classes. If a student misses a class, the student is responsible for obtaining any information distributed during that time. Make-ups are not possible, but we will try to record guests if possible. Thus, in the event a student must miss a synchronous class, a video may become available but cannot be guaranteed. Arrangements for any make-ups and/or missed information should be discussed directly with the instructor for that day's class.

Academic Honesty:

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Cheating

Dishonesty of any kind involving examinations, assignments, alteration of records, wrongful possession of examinations, and unpermitted submission of duplicate papers for multiple classes or unauthorized use of keys to examinations is considered cheating. Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class.
- Falsifying or inventing any information, including citations, on an assigned exercise.
- Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism

Plagiarism is presenting the words or ideas of another person as if they were your own. Materials, even ideas, borrowed from others necessitate full and complete acknowledgment of the original authors. Offering the work of another as one's own is plagiarism and is unacceptable in the academic community. A lack of adequate recognition constitutes plagiarism, whether it utilizes a few sentences, whole paragraphs, articles, books, audio-visual materials, or even the writing of a fellow student. In addition, the presentation of material gathered, assembled or formatted by others as one's own is also plagiarism. Because the university takes such misconduct very seriously, the student is urged to carefully read university policies on Misconduct in Research and Other Scholarly Activity 05.00. Examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit.

Adding/Dropping:

The official deadline for adding and dropping courses is as published in the academic calendar and Graduate Bulletin (typically the day before Census Day). However, students are strongly encouraged to meet with their graduate advisor or the Program Coordinator prior to adding/dropping courses. Movement into and out of classes after the 4th class day requires approval of the Program Director. Students can drop until mid-semester without a WP or WF. Drops after mid-semester require approval of the Dean. Each student is responsible for their own enrollment status with the university.

Disability Accommodations:

UTHSCT abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Student Services Office (located on the UT Tyler Campus). You may call 903-566-7079 for more information.

UTHSCT Technical Assistance:

Any student unfamiliar with using the Canvas learning management system may want to view the Online Student Orientation: provided by UTHSCT: <https://www.uthct.edu/new-student-orientation>

For technical assistance throughout the course please contact: Technical Support Student Services and Technical Support: <https://www.uthct.edu/technical-support>

Canvas - Has a 24/7 technical assistance service through which one can obtain additional assistance regarding canvas technical problems. More info on this can be found in my course content technical support page.

Helpful information on using the different features of Canvas can accessed at the [Canvas Student Guide \(Links to an external site\)](#),

Course Content: I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

S=synchronous

Semester Week #	Class #	Topic	Reading Assignment	Assignments	Due Date	Instructor	
1	1 - S 01/13	Introductions, Overview, The Population Health Promise, The Spectrum of Care	Nash - Building a Culture of health and Wellness, Ch 1 & Ch.2	<ul style="list-style-type: none"> County printout PDF (Pt 1) Forum: outcomes w reply Life expectancy map and discussion Health Status Report 	All due 01/19	Borne	
2	2 - A 01/20	Population Health Education, Cultural Competency & Equity Introduce Final project & presentation	Nash Ch. 4 Chapter on Equity PHF Competencies ASPPH Cultural Competency Model handout	<ul style="list-style-type: none"> PHF competencies summary Cultural Competence Assignment 	01/26	Borne	
3	3 - S 01/27	Behavior Change & Patient Engagement	Nash Ch. 6 & 7 2 articles – MH Approaches; Covid & Mental Health	Student Reflection assignment	02/02	Rasmussen	
4	4-A 02/03	Policy Implications for Population Health Legal Implications of Health Reform	Nash Ch. 3, Ch 5, And Ch. 15	Policy review assignment.	02/16	Escareno	
5	5 - S 02/10	Motivational Interviewing training Part 1	Required Training	In with Part 2 of MI training	One for both parts	Peoples	
6	6 - S 02/17	Motivational Interviewing training Part 2	Required Training	Summarize how MI will be of benefit in your careers moving forward	02/23	Peoples	
7	7 - A 02/24	Transitions of Care, Information Technology	Nash Ch. 10 & 12	TBD	03/02	Bosworth content	
8	8 - S 03/03	Epidemiology; Research & Development; Role of CER in Population Health	Nash Ch 18 & Ch 19	Student Reflection assignment and/or may have Census data training videos and associated assignment	03/16	Tiruneh	
9	N/A 3/10	No Class - SPRING BREAK 03/07 – 03/11 - No Class					
10	03/17 9S	Healthcare Quality and Safety Across the Care Continuum	Nash Ch. 11	Student Reflection assignment	03/23	Kennedy	

11	10 03/24	Decision Support Successful Models Surveillance	Nash Ch. 13 & 14 CDC Lesson 5, Section 2; Podcast; Fernandez article	discuss board & reply	03/30	Elliot
12	11-S 3/31	Health Systems Navigation Reimbursement Models in value - based care	Nash Ch 9 Required articles – TBD by Dr. Morris	Student Reflection or alternative assignment by Dr. Morris	04/06	Morris
13	12 - A 04/7	Population Health Management: The Future of Public Health at the Workplace:	Nash Ch. 16 Nash Ch. 20 Required articles	TBD or consultant assignment	04/13	Maryon content
14	04/14 No Class	No Class – 04/14 & 04/15 = EASTER BREAK - No Class				
15	13 - A 04/21	Project Q & A	Final presentation materials	Draft HER project slides due 4/18 THIS IS A MONDAY	4/18 drafts MONDAY	
16	14 – S 04/28	Final Presentations during class time		Submit Project Assignments by noon on the 29 th	04/29	
	05/05	Finals Week - No Class				