

PPDE 610: POPULATION HEALTH MANAGEMENT

Fall, 2020, RGL 2 Units

Instructor: Ellen Rudy, PhD

Office: Virtual

Office Hours: After class Wednesdays 9:40pm Or as needed by appointment

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CLASS DATES & TIMES

1. WEDNESDAYS, AUGUST 19 – NOV 11, 2020, 8:00 – 9:40 PM VIRTUAL ZOOM MEETING

2. FINAL PROJECT DUE, FINAL WEEK: NOV 17- 24, 2020.

COURSE DESCRIPTION

This course provides a comprehensive and creative view of the principles and concepts of Population Health Management. The course will focus on understanding and applying the key components that make up the framework of a Population Health Management program including population assessment, data integration, risk stratification, measurement, interventions, and evaluations. The course will explore the opportunities and challenges through the lens of data collection, member engagement and provider support to improve health outcomes for the populations for whom an organization is accountable for cost and quality of care.

COURSE OBJECTIVE

Upon completing this course, students will be able to:

Course Learning Objectives	Cognitive / Affective Domain	Level
1. Explain and apply the framework and concepts of Population Health and Population Health Management.	Cognitive	Application
2. Develop and evaluate strategies 1) to assess populations for risks, needs and resources; 2) integrate into a Population Health Management Strategy and 3) segment populations for targeted interventions.	Cognitive	Application/ Analyzing
3. Develop and evaluate strategies in the management of defined populations for cost, care management and prevention of illness.	Cognitive/ Affective	Application/ Analyzing
4. Plan an Intervention, Measurement, and Evaluation strategy for a defined population.	Cognitive	Syntheses

REQUIRED TEXTBOOK

- David B. Nash. Population Health-Creating a Culture of Wellness. Sudbury, MA: Jones and Bartlett Learning Publisher, Second Edition, 2015, Online.

ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own

words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the University Student Conduct Code (www.usc.edu/scampus), where the recommended sanctions are located in Appendix A. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Information on intellectual property at USC is available at: <http://usc.edu/academe/acsen/issues/ipr/index.html>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

SUPPORT SYSTEMS

Student Counseling Services (SCS) 213-740-7711---24/7 on call. Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/sssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

COURSE COMPETENCY OUTLINE

COMPETENCY	LEVEL (B, I, A)	COURSE OBJECTIVE(S)	ASSESSMENT/METHOD
DOMAIN 1: Knowledge of Health Care Environment			
1.1 Demonstrate knowledge of established and evolving issues in health care, and the ability to apply this knowledge to diverse health organizations.	I	1, 2	Lecture, Postings, Assignments, In-class exercises
1.2 Use, understand, and apply the basic principles of economics and evidenced based techniques to health care.	I	1, 2	Lecture, Postings, Assignments, In-class exercises, Team report
DOMAIN 2: Critical Thinking and Analysis			
2.2 Apply complex concepts, develop creative and innovative solutions or adapt	I	3, 4	Assignments, In-class exercises, Individual presentations, Team report

previous solutions in new ways.			
Domain 5: Communication			
5.1 Demonstrate the ability to facilitate a group, and to prepare and present cogent business presentations.	I	3, 4	Assignments, In-class exercises, Individual presentations, Team report
5.2 Demonstrates the ability to persuade others to support a point of view, position, or recommendation, while assessing and responding to the feelings and concerns of others.	I	3, 4	Assignments, In-class exercises, Individual presentations, Team report
Domain 6: Leadership			
6.1 Demonstrate leadership characteristics including speaking and acting as an ethical professional and accepting accountability for the impact of decisions on others.	I	3, 4	Assignments, In-class exercises, Individual presentations, Team report
6.2 Demonstrates the ability to work as a team member and to support and value diverse opinions and perspectives.	I	3, 4	Assignments, In-class exercises, Individual presentations, Team report

COURSE REQUIREMENTS AND FINAL GRADE DETERMINATION

Grades will be determined based on student performance in the following assignments:

ASSIGNMENT	DUE DATE	% OF GRADE
Readings, Postings, Assignments and In Class Exercises	Weekly (see course outline)	25%
In-Class Participation	Weekly	15%
Individual Presentation: Population Needs Assessment Summary and Presentation	September 20	20%
Final Group presentation of Population Health Management Strategy	November 2	15%
Final Population Health Management Strategy Report and Intervention Plan	Final November 22	15% group 10% Individual
TOTAL		100%

WEEKLY READINGS, POSTINGS, & ASSIGNMENTS: These readings are intended to provide weekly context to the in-class discussions and critical thinking and analysis for assigned exercises.

IN-CLASS EXERCISES: These exercises will be conducted during the in-class sessions. Students will come having read the material. In class sessions will include discussion, group exercises, case studies and activities that demonstrate critical thinking and understanding of the material. Students may be organized in groups and will address specific problems relevant to our understanding of population health. Teams may be expected to prepare a presentation to be provided during the in-class session. The details of each case are provided separately.

INDIVIDUAL PRESENTATION: Each student will prepare a presentation that addresses a summary of a defined population and why selected, data sources, and key findings and strategic solutions. The presentation will be focused on summary compilation of the data, data sources, critical analysis and key findings that will successfully inform the development of a Population Health Management strategy. The student is expected to use at least one electronic presentation tool (e.g. PowerPoint, Video, Prezi, Keynote)

TEAM PROJECT: A team project will create a Population Health Management strategy presentation that incorporates the population needs assessments, well defined risk stratification, data reports to monitor and identify population, action plan, evaluation plan and up to five key objectives to improve the population over the course of the next year.

FINAL REPORT: The paper requires teams to submit their final Population Health Management strategy report incorporating the population needs assessment, well defined risk stratification, data reports to monitor and identify population, action plan, evaluation plan and up to five key objectives to improve the population over the course of the next year. Each team member will write up one intervention to address one of each of the 4-5 objectives. The intervention plan should include rationale from the literature, provide key metrics that could be used to measure the success of the strategy, cost of the program, expected outcomes. The final report will be double spaced, excluding references, tables, and illustrations at end of report. Please incorporate any tables within the report as appropriate.

USC GRADING POLICY

GRADE	NUMERIC SCORE	CRITERIA
A	93 - 100	Work of excellent quality
A-	90-92	Work of near excellent quality
B+	87-89	Work of very good quality
B	83-86	Work of good quality
B-	80-82	Work of adequate quality
C+	77-79	Passing for graduate credit
C	73-76	Minimum passing for graduate credit
C-	70-72	Failed in courses for graduate credit
D	60-69	Failed in courses for graduate credit
F	0-59	Failed

ADDITIONAL POLICIES

Incomplete (IN) is assigned when work is not completed because of documented illness or other “emergency” occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

Registrar’s Note: Recommended definition of emergency: “A situation or event which could not be foreseen and which is beyond the student’s control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If not completed within the specified time limit, marks of IN automatically become marks of IX (expired incomplete) with the exception of thesis, dissertation, and non-letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete. Extensions beyond the specified time limit are rarely approved, particularly if the student has enrolled in subsequent

COURSE OUTLINE: ALL DATES/TIMES IN PST.

WEEK	TOPIC	ASSIGNMENT
Aug 17, 2020	<p>Discussion on course curriculum. Naming conventions on assignments.</p> <p>Overview of Population Health Management – Triple Aim Discussion of spectrum of population needs based on four focus areas (Four Pillars of PHM strategy)</p> <p>Highlight purpose of Population Needs Assessment</p> <p>Discussion of selection of county, health system for Population Needs Assessment assignment.</p>	<p>Due August 18 Read Nash textbook First Chapter Reading, The Population Health Promise</p> <p>Due August 18 8:00 pm Answers to posted questions on Blackboard forum - Introduction</p> <p>Due Friday, August 21, 5:00 pm Select a population that you are interested to create a Population Needs Assessment. Send selection to Instructor via email for approval by Friday, August 21, 5:00.</p>
<p>Aug 24, 2020 Population Identification</p> <p>Data Sources</p>	<p>Continuation of Population Needs Assessment</p> <p>Understanding data sources. In class assignment</p>	<p>Due August 25 Reading TBD</p> <p>Due August 25, 5:00 pm. Post the population you have selected and why you have selected this population on the Blackboard forum – Population Needs Assessment.</p> <p>Due Sunday, September 20 Create a deck presentation on the Population</p>

		Needs Assessment summary as discussed in class.
August 31, 2020 Data Integration and Measurement	Continuation of Population Needs Assessment: Discussion of Key Data Assessment and Findings: What does the data tell you? How can data deceive you? Diving deeper into data sources and metrics.	Due August 31, 2020 Journal club article review on an intervention to improve a population health management/disease management outcome. From a peer reviewed journal. No trade publications or newspapers or advertisements. Published within the last 4 years. Write the following 1-2 page paper (no more): Main purpose of the article Summary of Key Points/findings Your opinion of the article. Did the paper prove its point? Did you find any flaws in the analyses/conclusions? What is your takeaway? How would an organization incorporate this intervention in its strategy? Naming convention: Save article in pdf with your Last Name_First Name_article title. Save writeup Last Name_First Name Intervention Review_Date
September 7, 2020 Data Integration and Measurement	Understanding data integration principles, health information management data flows, understanding the world of metrics, understanding key metrics for Population Health Management going back to the 4 pillars of PHM strategy. Discussion of assignment for following week.	Reading Due: September 8 Nash, Ch. 12 Information Technology Reading from Health IT and EHRs (online book). Ch. 13 Interoperability and Health Information Exchange Due: September 9, Organization of teams for group assignments
September 14, 2020 Stratification	Purpose of Risk Stratification models. Strategies to stratify your population into the segments. Review of some common risk stratification models/variables.	Due September 14, in class. Assignment: Risk Stratification assignment Prepare to discuss in class
September 21, 2020	Individual presentations on the Population Needs Assessment	Due Sunday, September 20 Slide deck on Population Needs Assessment summary Save Deck as: Last Name_First Name_PNA_Date
September 28, 2020	Completion of Population Needs Assessment presentations	Due September 29. Reading TBD

	Discussion of Group Assignment: Population Health Management Strategy Discussion of Emerging Risks, Health Disparities	Due November 2. Group Assignment: Population Health Management Strategy
October 5, 2020	Writeup of the Coleman transition of care model. Asynchronous week	Due October 6. Read Coleman Transition of Care Model Due October 11. Blackboard forum posting – Transitions of Care Assignment: Answer of questions on Discussion forum on Coleman transition of care. <i>Asynchronous week – no class</i>
October 12, 2020	Discussion of Case Management. Complex Case Management with Interview with Subject Matter Expert Case Management Systems Case Management Process Initial Health Assessment Discussion of Final Group project Summary of Transitions of Care posting	Due October 13, 2020 Reading TBD
October 19, 2020	Member Engagement strategies Behavioral Theories Challenges Contracting with Vendors	Due October 19. Assignment. Find a member engagement vendor and describe the vendor's purpose, strategy and value proposition. Post on online forum under Member Engagement strategy. Prepare to discuss in class.
October 26, 2020	Class discussion on Provider Value Based Contracting Provider Support Systems. Practice Transformation	Due October 27. Reading/assignment TBD. Class discussion on value-based contracting approaches
November 2, 2020	Due: Final Group Population Needs Assessment Presentation, Population Health Strategy, Action Plan, Objectives, Intervention development and Evaluation Plan	Due: November 2. Group Population Health Strategy Deck presentation Due November 4. Group oral presentations
November 9, 2020	Miscellaneous. Practice Transformation, Long term services and support Palliative Care	Group oral presentations continued
November 16,	Last week of regular class	

2020		
November 23, 2020	Thanksgiving, end of class.	Due: November 22. Final Group Population Health Management Report. Individual sections

STUDENT JUDICIAL AFFAIRS AND COMMUNITY STANDARDS

APPENDIX A: ACADEMIC DISHONESTY SANCTION GUIDELINES

Violation	Recommended Sanction for Undergraduates*
Copying answers from other students on any course work. **	F for course.
One person allowing another to cheat from his/her exam or assignment.	F for course.
Possessing or using material exam (crib sheets, notes, books, etc.) which is not expressly permitted by the instructor.	F for course.
Continuing to write after exam has ended.	F for course.
Taking exam from room and later claiming that the instructor lost it.	F for course and recommendation for further disciplinary action (possible suspension).
Changing answers after exam has been returned.	F for course and recommendation for further disciplinary action (possible suspension).
Fraudulent possession of exam prior to administration	F for course and recommendation for suspension.
Obtaining a copy of an exam or answer key prior to administration	Suspension or expulsion from the university; F for course
Having someone else complete course work for oneself.	Suspension or expulsion from the university for both students; F for course.
Plagiarism – Submitting other's work as one's own or giving an improper citation.	F for course.
Submission of purchased term papers or papers done by others.	F for the course and recommendation for further disciplinary action (possible suspension).
Submission of the same assignment to more than one instructor, where no previous approval has been given.	F for course.
Unauthorized collaboration on an assignment.	F for the course for both students.
Falsification of information in admission applications (including supporting documentation).	Revocation of university admission without opportunity to reapply.
Documentary falsification (e.g., petitions and supporting materials; medical documentation).	Suspension or expulsion from the university; F for course when related to a specific course
Plagiarism in a graduate thesis or dissertation.	Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation. ***

* Assuming first offense

** Exam, quiz, tests, assignments or other course work.

*** Applies to graduate students