PPDE 610: POPULATION HEALTH MANAGEMENT

Spring, 2023, RGL 2 Units
Instructor: Ellen Rudy, PhD
Office: Virtual
Office Hours: TBD and as needed by appointment
Email: emr_207@usc.edu, ellenrudy1@gmail.com
Phone: 562-754-4066

CLASS DATES & TIMES

Class Dates & Times		Location
Friday, Feb 3	**2pm-7pm**	TBD
Saturday, Feb 4	**9am-2pm**	TBD
Friday, March 24	**2pm-7pm**	TBD
Saturday, March 25	**9am-2pm**	TBD
Weekly Interaction with Instructor	**Online**	

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 strategies, opportunities, and challenges of Population Health Management through the lens of different healthcare stakeholders: Public Health, Healthcare Providers, Medicare Managed Care Organizations, Medicaid Managed Care Organizations, and Healthcare Solution Startup organizations . This course is meant to build towards a final Population Health Management Comprehensive Strategy.

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) segment populations for targeted interventions, and 3) integrate into a Population Health Management Strategy.	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
5. Explain the perspective of population health from different healthcare stakeholders.	Cognitive	Synthesis

REQUIRED TEXTBOOK

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

ACADEMIC INTEGRITY

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook.. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the USC Student Handbook. or the Office of Academic Integrity's website,, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

STUDENTS AND DISABILITY ACCOMMODATIONS:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

SUPPORT SYSTEMS:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

The 988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The

Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services](#) *(RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-33*40 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

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 previous solutions in new ways.	I	3, 4	Assignments, In-class exercises, Individual presentations, Team report
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, and Assignments	**Weekly (see course outline)**	**15%**

In-Class Participation	Weekend Intensives	15%
First Individual Peer-Reviewed Journal Article Paper Review	February 1	10%
Individual Paper Oral Presentation on Peer Reviewed Article	February 3	10%
Group Presentation Deck and In Person Presentation of Population Health Management Strategy	March 24, 25	20%
Second Individual Assignment	April 18	10%
Group Final Population Health Management Strategy Report and Intervention Plan & Analysis	April 25	20%
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.

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. The intervention plan should include rationale from the literature, provide key metrics that is used to measure the success of the strategy, cost of the program, and expected outcomes. The final report will be double spaced, excluding references, tables, and illustrations. Please incorporate any tables within the report as appropriate.

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
Week 1 Jan 9-15	Review course curriculum/syllabus. Overview of Population Health Management – Triple/Quadruple Aim	**Due January 13** Complete discussion forum Introduction Questions **Due January 20** Read Nash textbook First Chapter Reading, The Population Health Promise Review IHI Triple Aim Article **Assignment Due Feb 1**

		Journal club article review on an intervention/analysis related to a population health problem. Article should be 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/objective of the article Key Metrics. What and how was the intervention/analysis measured? Summary of Key Points/outcomes/findings including the key data points to support the main findings. **So What?** Why is the objective of the study important? Important to whom? What is your takeaway? Did the paper prove its point? Did you find any flaws in the analyses/conclusions? **Naming convention: Save article in pdf with your Last Name_First Name_article title. Save writeup as Last Name_First Name_Review1_020423.**
Jan 16-22	Understand a general framework for Population Health and Key Healthcare Stakeholders	**Start to create groups of 3 students for group assignment to be discussed in detail at weekend intensive.** Groups will be tasked to understand a population, from a healthcare sector viewpoint, (provider, payor, community based organization, hospital) and a setting, and develop a population health management strategy throughout the semester. More details to come. This will be your group presentation at the second weekend intensive. Discussion Forum Assignment Due Jan 20 Continue to work on journal article write up and oral presentation.
Week 3 Jan 23-29	Explore how to create a driver diagram that helps to break down a population health problem.	Reading assignment: Driver Diagrams Continue to work on journal article write up and oral presentation.

Week 4: Jan 30 - Feb 5 Weekend Intensive Feb 3 - 4	This weekend intensive will provide an overview of the foundation and strategies of population health management. Definition and description of Population Health and Population Health Management Measurement Matters. Importance and understanding of quality measurements specific to a population health management ecosystem. Structure of a population needs assessment Sources of data Structure of a driver diagram Review the group population health management write up and oral presentation for the next weekend intensive.	**Individual journal article write-up due Feb 1, 5:00 pm** Present your journal article write-up Work with class and groups in selecting your population Work on your group driver diagram for your selected population. Draft your population health management aim and strategy for your assigned population. Understand quality measures Share with class as we learn **Due Date: Group population primary smart aim and group driver diagram due Feb 10**
Week 5 Feb 6-12	Work on your group outline of the population needs assessment for your assigned population and your driver diagram.	**Due Date: Group population primary smart aim and group driver diagram due Feb 10, 5:00 pm**
Week 6 Feb 13-19	Largest population health management systems	Readings assignments on Medicare and Medicaid TBD Discussion assignments TBD
Week 7 Feb 20-26	Continue working on group outline of the population needs assessment outline and Population Health Management strategy presentation for weekend intensive.	Voluntary virtual office hour with group and professor to review progress on group project between Feb 20 - Mar 12.
Week 8 Feb 27 - Mar 5	Continue working on group outline of the population needs assessment outline and Population Health Management strategy presentation for weekend intensive.	
Week 9 Mar 6-12	Social drivers of health readings and screenings.	Reading assignments TBD
Week 10 Mar 13-19	Enjoy!	

Week 11 Mar 20 - 26 Weekend Intensive March 24-25	The focus of this weekend intensive is to dive deeper into Medicare and Medicaid, Social Determinants of Health, an Value Based Contracting. Group Population Health Management Presentation. Overview of the largest population health management systems in the United States. Class discussion on provider value-based contracting Class discussion on social drivers of health	**Due:March 22, 2022 5:00 pm** Group Population Health Strategy Deck presentation **Due March 25, 2022** Group oral presentations **In class assignments**. Social Drivers of Health Value Based Contracting
Week 12 Mar 27-Apr 2	Review of care transitions models.	**Readings: TBD** **Final individual assignment TBD due April 18**
Week 13 Apr 3-9	Work on individual and group reports	
Week 14 Apr 10-16	Work on individual and group reports	
Week 15 Apr 17-23	Individual assignment due	**Due April 18, 2022, 5:00 pm. Individual assignment due**
Week 16 Apr 23-28	Final group report due	**Due April 25, 2022, 5:00 pm. Final group report**

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