

JSGS 830AB MHA Residency II

	UNIVERSITY OF SASKATCHEWAN CAMPUS	UNIVERSITY OF REGINA CAMPUS
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OFFICE HOURS:		Available in person, by phone or via Zoom – all by appointment
OFFICE LOCATION:		Room 334.7, 2155 College Avenue (CB)
TERM:		Fall 2021
ROOM:		Zoom login information will be provided on UR Courses
DATE AND TIME:		Friday, Oct 1: 4:00 – 6:00 p.m. Saturday, Oct 2: 10:00 a.m. – 12:00 p.m. & 1:00 p.m. – 3:00 p.m. Sunday, Oct 3: 10:00 a.m. – 12:00 p.m. <i>All times in SK time</i>

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

The instructor would like to acknowledge all guest speakers for sharing their experience and expertise in the content area. The instructor also recognizes JSGS's Excellence in Healthcare Leadership program (special thanks to Dan Florizone and Alastair MacFadden) for providing student access to the 'Data in Context' and 'Value' series of e-learning modules.

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

Academic Honour Pledge

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

REMOTE LEARNING CONTEXT

We acknowledge the complex circumstances – i.e., a worldwide pandemic – in which this course is taking place. Since remote teaching and learning context is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

CALENDAR DESCRIPTION

The online format of the Residency allows students to connect with speakers and fellow students while engaging in interactive learning. Throughout the weekend, students learn from prominent scholars and health leaders. Students have the chance to apply and practice key competencies using problem-based group and individual learning in a challenging but supportive environment. Modules often include an introduction to the topic by the facilitator in addition to exercises. Active participation is an essential aspect of the Residency. Students can anticipate the Residency to be rigorous and engaging and should expect to devote the designated weekend to participation and preparation.

LEARNING OBJECTIVES

Along with our other MHA courses, each Residency is designed to build the core competencies needed by the next generation of health sector leaders:

1. Health Services and Health Status - Ability to analyze health services and other factors that impact health status and demonstrate a commitment to improving the health status of individuals, families, and communities.
2. Management, Governance, and Leadership - Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
3. Communication and Interpersonal Skills - Ability to communicate effectively and build enduring, trust-based professional relationships.
4. Systems Thinking and Creative Analysis - Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
5. Public Policy and Community Engagement - Ability to understand how organizational and public policies are formulated, their impact on healthcare organizations and communities, and how to influence their development.
6. Continuous Evaluation and Improvement - Commitment to on-going evaluation for continuous organizational and personal improvement.

In addition to the core learning outcomes of the MHA program, MHA-HIIM students can also expect to learn to:

1. Improve the capture, quality, and use of information to support the Canadian health care system.
2. Understand the value, importance and influence of health information in policy, strategy and decision making, and to advance the use of information to inform and evaluate health policy and management decisions.
3. Apply methods, techniques, and tools to analyze health care data and transform it into actionable business and clinical intelligence.
4. Demonstrate cross functional leadership and develop solutions to address the diverse needs and priorities in complex and rapidly changing healthcare systems.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analysis and Use of Evidence – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE CONTENT AND APPROACH

The fall Residency theme is **Value-based Health Care (VBHC)** and has an explicit focus on VBHC evaluation enabled through the better use of data and technology. Students will have access to a combination of pre-recorded and live sessions from thought leaders who will share their experiences on the real-world application of VBHC. The Residency covers diverse topics, including policy and operational governance issues and trade-offs in the shift toward VBHC. By the end of the Residency, attendees will learn how, as current and future health administrators, they can better support the transition toward more patient-centered and outcome-driven health care models.

REQUIRED MODULES

Canadian Institute for Health Information (\$39.18 CAD) - Learning Modules (access instructions available on UR Courses):

The following modules provide key concepts and processes on common CIHI outcome and cost health indicators to support the final group assignment.

- 887E-Introduction to Health Indicators and Frameworks (Required) – **Print and Submit Certificate of Completion**
- 888E-Selecting and Maintaining Health Indicators (Required) – **Print and Submit Certificate of Completion**
- 1144E-MIS Standards: Indicator Use and Analysis (Part 1) (Optional)
- 1145E-MIS Standards: Indicator Use and Analysis (Part 2) (Optional)

In addition, the following EHL modules provide a general overview on the topics of value and data in health and public policy more broadly. (links to modules available on UR Courses)

- EHL Value Module 1 (Optional), EHL Value Module 2 (Optional), EHL Value Module 3 (Optional), Data in Context (Optional)

See required readings for specific session below.

COURSE OUTLINE

Friday, Oct 1

4:00 – 6:00 PM	DAY 1 – VBHC BREAKOUT GROUP ACTIVITY
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****PRE-WORK – WATCH THE FOLLOWING PRE-RECORDINGS IN ADVANCE****

Watch Here:

WELCOME & INTRODUCTIONS

Dr. Thomas Chase, Interim President, University of Regina,

Watch Here:

CERTIFIED HEALTH INFORMATION PROFESSIONALS ENABLING VALUE BASED HEALTH CARE

Jeff Nesbitt, CEO and Registrar, Canadian College of Health Information Management and the Canadian Health Information Management Association

KEYNOTE ADDRESSES:**Watch Here:****EXPLORATION OF VALUE-BASED CARE THRU THE LENS OF HIM
EXECUTIVE EXPERIENCE – Pre-Recorded**

Yoel Robens-Paradise, Vice President, Gevity Consulting Inc.

Description: Yoel Robens-Paradise will explore the operational requirements and challenges for Value-Based Care through an exploration of stories from his 25 years of experience in Digital Health, Health Information Management and Health Systems Evaluation. Yoel will introduce a wide-ranging survey of topics such as physician leadership and compensation models, data quality, technology adoption, labour relations and governance as they relate to the inputs needed to support value-based care and quality measurement.

Watch Here:**VALUE BY DESIGN IN HEALTH CARE**

Dr. Jennifer Zelmer, President and CEO of Healthcare Excellence Canada (formerly Canadian Foundation for Healthcare Improvement and Canadian Patient Safety Institute)

Description: Value-Based Health Care (VBHC) is becoming a leading approach to improving patient and health system outcomes around the world. At its core, VBHC is about linking dollars spent to outcomes that matter to patients, rather than to volumes of services or to specific processes or products that may or may not achieve those outcomes. This interactive workshop will provide an overview of VBHC, how it is being used and practical tools to support its use. Participants will have the opportunity to reflect on experiences with VBHC from across the country and assess an initiative of their own against VBHC success factors to determine where to focus to expand value. Join us to learn more about how you can bring a value-based lens to your improvement efforts!

By the end of this session, participants will be able to:

- Describe value-based health care
- Discuss key success factors for value-based health care initiatives
- Apply value-based health care tools to assess readiness and support implementation

Required Readings:

Canadian Foundation for Healthcare Improvement (CFHI). (2020). Value-based Healthcare Toolkit. Canadian Foundation for Health Care Improvement. Ottawa, ON: CFHI: https://www.cfhi-fcass.ca/sf-docs/default-source/documents/health-system-transformation/vbhc-toolkit-e.pdf?sfvrsn=781eac44_4

Canadian Foundation for Healthcare Improvement (CFHI). (2018). Aligning Outcomes and Spending: Canadian Experiences with Value-based Healthcare. Ottawa, ON: CFHI: <https://www.cfhi-fcass.ca/docs/default-source/itr/tools-and-resources/vbhc/vbhc-executive-brief-e>

Porter ME. What is value in health care? N Engl J Med. 2010;363(26):2477–81. <https://www.nejm.org/doi/full/10.1056/NEJMp1011024>

Saturday, Oct 2

10:00 A.M. – 11:00 A.M.	DAY 2A – BREAKOUT GROUP ACTIVITY (DATA & INFORMATION GOVERNANCE - CASE SCENARIO)
11:00 A.M. – 12:00 P.M.	STUDENT PRESENTATIONS (GROUPS 1 - 4)
12:00 – 1:00 P.M.	BREAK
1:00 – 2:00 P.M.	THE VALUE OF HEALTH INFORMATION IN PANDEMIC RESPONSE (OPEN COVID-19 DATA BREAKOUT GROUP ACTIVITY)
2:00 – 3:00 P.M.	STUDENT PRESENTATIONS (GROUPS 4 - 8)

****PRE-WORK – WATCH THE FOLLOWING PRE-RECORDINGS IN ADVANCE****

WATCH HERE

INFORMATION MANAGEMENT - ENABLING THE DELIVERY OF VALUE BASED CARE

Kimberley Hill, Director Data Governance and Analytics, Grand River Hospital

Description: Information Management (IM) is a key enabler of providing value-based care. IM, and more specifically Information Governance, goes beyond the traditional HIM programs found in hospitals. The need to better understand and anticipate the needs of patients being served is imperative to the success of value-based care. To do this health data and information needs to be viewed as an asset, and as such needs to be managed like any other and not merely look upon as documentation. Over the last ten years this thinking has started to become recognized as the foundation to leveraging data to drive decisions in all domains of healthcare. Organizations have started to implement information governance/management programs and employ governance professionals to ensure data meets the needs of decision makers. The question is how do we implement Information Governance at a health system level to ensure that value-based care is achievable?

Required Readings:

Health Care IT Advisor. (2020). Getting Started on Data Governance.

Sanders, D. (2014). Demystifying Healthcare Data Governance. Health Catalyst.

Alofaysan, S., Alhaqbani, B., Alseghayyir R., Omar, M. (2014). The Significance of Data Governance in Healthcare - A Case Study in a Tertiary Care Hospital. Proceedings of the International Conference on Health Informatics, p. 178-187

Dong, L., Keshavjee, K. (2016). Why is information governance important for electronic healthcare systems? A Canadian Experience. Journal of Advances in Humanities and Social Sciences. 2 (5): 250-260.

WATCH HERE

THE VALUE OF HEALTH INFORMATION IN PANDEMIC RESPONSE

Uche Ikenyei, Global Health Assessment Lecturer and PhD HIS Candidate

Description: This presentation and its group exercise will address uses of Canada's COVID-19 open data for identifying action and policy relevant recommendations that can guide jurisdictional COVID-19

Sunday, Oct 3

10:00 – 11:30 A.M.

FINANCIAL DISTRESS AND ITS APPLICABILITY FOR HOSPITALS

Karima Lalani, PhD, MBA, RHIA, Senior Program Manager,
Center for Health Systems Analytics, The University of Texas
Health Science Center at Houston, School of Biomedical
Informatics

Description: Hospitals continue to face financial pressures from healthcare reform, as well as heightened competition. In this presentation, the author will discuss a study that was undertaken to quantify financial distress in acute care hospitals in Texas (USA), and how healthcare administrators can identify business strategies that can combat financial distress to avoid potential closure of their facility.

11:30 – 12:00 P.M.

WRAP-UP, STUDENT FEEDBACK AND FAREWELL

Required Readings:

James R. Langabeer II, Karima H. Lalani, Tiffany Champagne-Langabeer & Jeffrey R. Helton (2018) Predicting Financial Distress in Acute Care Hospitals, *Hospital Topics*, 96:3, 75-79.

Pomorski, C. (June 7, 2021). The Death of Hahnemann Hospital. *The New Yorker*

DESCRIPTION OF ASSIGNMENTS

Student Introductions (Pre-Work): Due no later than 11:59 p.m. Saskatchewan (SK) time on May 9. Communication is an essential component of leadership. Each student must introduce him/herself via UR Courses.

Module-Specific Discussion Forum (Pre-Work): Preparation will be essential. The preparation begins before the Residency itself through **one required discussion forum post**. The instructor has pre-defined the discussion forum topics, which will focus on foundational VBHC concepts.

Oral Presentation (Pre/During): Presentation slides due no later than 11:59 p.m. Saskatchewan (SK) time on Oct 1. Students are assigned to their groups to create or materially refine two indicators that through their collection and use will improve the management or monitoring of 'value' in health care. Each group should consider value from the patient-perspective. Presentations should cover the indicator's operational definition, context and scope, its rationale, method of computation, data collection and source(s), reporting level(s) (e.g., clinical, administrative, policy), and any additional comments such as methodological limitations. It is expected that students will conduct a cursory review of conceptual or measurement frameworks and focus a promising, high-value indicator is novel, under-developed or under-adopted in existing leading measurement frameworks (e.g., <https://www.ichom.org/>; CIHI framework). Presentations are intended to be brief (10 - 15-minutes).

Readings (Pre-Work): Required readings must be completed before the start of the Residency and should be considered essential background material. All required materials are available online through the University of Regina Library, are publicly accessible on the internet and/or have copies posted in our URCourses site. Where optional supplementary readings are included, they are intended to present additional background and depth on particular topics and to act as a resource for further work in these areas.

Participation: Students must participate actively in all sessions of the Residency, including in individual and group breakout sessions/exercises.

EVALUATION

The Residency is graded on a Pass/Fail basis. Students will be required to attend all portions of the Residency and to complete all assigned work, on time, including the written reflection. Failure to do so may result in a Fail.

Assignment	Deadline/Timing of Evaluation	Grading Mode
Introduce yourself on UR Courses	By Sep 6, 2021	Pass/Fail
VBHC Discussion Forum	By Sep 30	Pass/Fail
Group Presentation – VBHC Indicators	Oct 1, 2021 by 11:55 p.m. SK time	Pass/Fail
Participate in entire residency, including the keynote and all modules and breakout sessions	Oct 1 - 3, 2021	Pass/Fail
Complete and submit post-work	No Post Work Assigned	Pass/Fail

LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

JSGS GRADE DESCRIPTIONS

85+ excellent

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the synchronous sessions. If you are unable to attend (e.g., Internet problems), you must let the instructor know. Active participation in class discussion is expected by all students.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. The JSGS has developed an Honour Code (see above) that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

Academic Integrity – <https://www.uregina.ca/gradstudies/current-students/academic-integrity/index.html>

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University of Regina Copyright information: <https://www.uregina.ca/copyright/guidelines/fair-dealing.html>

STUDENT RESOURCES

Remote learning information page for students. This resource engages students in learning about the skills associated with remote learning success. <https://www.uregina.ca/remote-learning/>

RIGHTS & RESPONSIBILITIES OF GRADUATE STUDENTS

<https://www.uregina.ca/gradstudies/current-students/Rights%20/index.html> Rights & Responsibilities of graduate students

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact one of the following:

Centre for Student Accessibility – accessibility@uregina.ca or 306-585-4631.

<https://www.uregina.ca/student/accessibility/students/index.html>

STUDENTS EXPERIENCING STRESS

Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>.