JSGS 830AB MHA Residency II

	UNIVERSITY OF SASKATCHEWAN CAMPUS	UNIVERSITY OF REGINA CAMPUS
INSTRUCTOR:		Ramona Kyabaggu
PHONE:		(306) 585-4548
E-MAIL:		ramona.kyabaggu@uregina.ca
OFFICE HOURS:		Available in person, by phone or via Zoom – all by appointment
OFFICE LOCATION:		Room 334.7, 2155 College Avenue (CB)
TERM:		Spring 2021
ROOM:		Zoom login information will be provided on UR Courses
DATE AND TIME:		Friday, June 4: 2:00 – 6:00 p.m. Saturday, June 5: 10:00 – 4:00 p.m. Sunday, June 6:　9:00 – 3:00 p.m.

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 value-based health care online course material in preparation for the Residency.

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 spring Residency theme is **Value-based Health Care (VBHC)**. We have invited thought leaders to share their experience and expertise on principles, concepts, innovations and real-world application of VBHC approaches from a health systems and delivery perspective. The Residency will span diverse topics, from hospital financial sustainability to the policy and operational 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 value-based, patient-centered and outcome-driven health care models with an explicit focus on health informatics and information management issues.

REQUIRED MODULES

Self-Directed Learning Modules (access instructions available on UR Courses):

- EHL Value Module 1
- EHL Value Module 2
- EHL Value Module 3
- Data in Context

Additional Readings:

Braithwaite, J., Hibbert, P., Blakely, B., Plumb, J., Hannaford, N., Long, J. C., & Marks, D. (2017). Health system frameworks and performance indicators in eight countries: A comparative international analysis. SAGE open medicine, 5, 2050312116686516. https://doi.org/10.1177/2050312116686516

Canadian Foundation for Health Care Improvement. (2020). Value-based Healthcare Toolkit. https://www.cfhi-fcass.ca/docs/default-source/itr/tools-and-resources/vbhc/vbhc-toolkit-e.pdf

Canadian Foundation for Health Care Improvement. (20218. Value-based Healthcare Toolkit. https://www.cfhi-fcass.ca/docs/default-source/itr/tools-and-resources/vbhc/vbhc-executive-brief-e

Etges, A., Ruschel, K. B., Polanczyk, C. A., & Urman, R. D. (2020). Advances in Value-Based Healthcare by the Application of Time-Driven Activity-Based Costing for Inpatient Management: A Systematic Review. Value in health : the journal of the International Society for Pharmacoeconomics and Outcomes Research, 23(6), 812–823. https://doi.org/10.1016/j.jval.2020.02.004

Institute of Medicine (US) Roundtable on Value & Science-Driven Health Care; Yong PL, Olsen LA, McGinnis JM, editors. Value in Health Care: Accounting for Cost, Quality, Safety, Outcomes, and Innovation. Washington (DC): National Academies Press (US); 2010. 2, Stakeholder Perspectives on Value. Available from: https://www.ncbi.nlm.nih.gov/books/NBK50926/

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, DOI: 10.1080/00185868.2018.1451262

Leung TI, van Merode GG. Value-Based Health Care Supported by Data Science. 2018 Dec 22. In: Kubben P, Dumontier M, Dekker A, editors. Fundamentals of Clinical Data Science [Internet]. Cham (CH): Springer; 2019. Chapter 14. Available from: https://www.ncbi.nlm.nih.gov/books/NBK543518/

Parkinson, B., Sermet, C., Clement, F. et al. Disinvestment and Value-Based Purchasing Strategies for Pharmaceuticals: An International Review. PharmacoEconomics 33, 905–924 (2015). https://doi.org/10.1007/s40273-015-0293-8

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

Seixas, B. V., Dionne, F., Conte, T., & Mitton, Craig, 1972-. (2019, August 13). Assessing value in health care: using an interpretive classification system to understand existing practices based on a systematic review [A]. doi: http://dx.doi.org/10.14288/1.0380410

Teisberg, E., Wallace, S., & O'Hara, S. (2020). Defining and Implementing Value-Based Health Care: A Strategic Framework. Academic medicine : journal of the Association of American Medical Colleges, 95(5), 682–685. https://doi.org/10.1097/ACM.0000000000003122

University of Brirish Columbia: Evidence and Perspectives on Funding Healthcare in Canada: https://healthcarefunding.ca/ (Go to sections on activity-based funding and integrated models)

Winegar, Angela L. PhD; Moxham, Jamie MSPH; Erlinger, Thomas P. MD, MPH; Bozic, Kevin J. MD, MBA Value-based Healthcare: Measuring What Matters—Engaging Surgeons to Make Measures Meaningful and Improve Clinical Practice, Clinical Orthopaedics and Related Research: September 2018 - Volume 476 - Issue 9 - p 1704-1706 doi: 10.1097/CORR.0000000000000406

COURSE OUTLINE

Friday, June 4

2:00 – 2:20 P.M.	WELCOME, INTRODUCTIONS & OVERVIEW
	Ramona Kyabaggu, Course Instructor, JSGS
2:20 – 2:30 P.M.	BREAK
2:30 – 4:00 P.M.	KEYNOTE ADDRESSES:
	EXPLORATION OF VALUE-BASED CARE THRU THE LENS OF HIM EXECUTIVE EXPERIENCE
	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.

3:00 – 3:15 P.M.	**BREAK**

4:15 – 5:30 P.M.	**Value-based Health Care Presentation**

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

5:30 – 5:45 PM	**REFLECTIONS & WRAP-UP**

Description: (coming soon)

Saturday, June 5

9:30 – 10:45 A.M.	**CANADIAN HEALTH INFORMATION MANAGEMENT ASSOCIATION: CERTIFIED HEALTH INFORMATION MANAGEMENT PROFESSIONAL**

Canadian Health Information Management Association

Description: The Canadian Health Information Management Association (CHIMA) will present an overview of their certification program(s) and a brief presentation addressing HIM perspectives on value-based health care.

10:45 – 11:00 A.M.	**BREAK**
11:00 A.M. – 12:00 P.M.	**STUDENT PRESENTATIONS (GROUPS 1- 4)**
12:00 – 1:00 P.M.	**LUNCH BREAK**

1:00 – 2:00 P.M.	**THE VALUE OF HEALTH INFORMATION IN PANDEMIC RESPONSE**

GROUP ACTIVITY: *OPEN COVID-19 DATA*

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 response.

2:00 – 2:15 P.M.	**BREAK**
2:15 – 3:15 P.M.	**STUDENT PRESENTATIONS (GROUPS 5 - 8)**
3:15 – 3:30 P.M.	**REFLECTIONS & WRAP-UP**

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 A.M. – 12:00 P.M.   **KICK-OFF METRICS, INDICATORS & MEASURES OF VALUE –**
MULTI-STAKEHOLDER PERSPECTIVES

Ramona Kyabaggu, Course Instructor, JSGS

Description: Students will be introduced to the final assignment case and breakout into their pre-assigned groups for the final assignment.

12:00 – 12:15 P.M.   **WRAP-UP, STUDENT FEEDBACK and FAREWELL**

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 four modules of engaging written and recorded material posted to UR Courses – covering the core themes of value and data. Each of the four (4) modules has been designed to take approximately 2 hours to complete – followed by an interactive, on-line discussion forum. Discussion forums will be opened for Module 1 on May 10, 2021, Module 2 on May 17, 2021, Module 3 on May 24, 2021 and Module 4 on May 31, 2021. Students are expected to participate with energy and enthusiasm in group discussions and in all assigned exercises.

Oral Presentation (Pre and During): Presentation slides due no later than 11:59 p.m. Saskatchewan (SK) time on June 3. This pre-work is intended to prepare you for the weekend in residence. Each group (8) will be assigned a VBHC topic, which they must research, prepare a presentation (approx. 5 slides) and present on at the Residency. Presentations are intended to be brief (15-minutes) and informative. Failure to meet this expectation could result in a "fail."

Readings (Pre-Work): Before June 4.

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

Assessing Health Care Value (Post-Work): Due no later than 11:55 p.m. SK time on June 16. Students will be assigned to their groups and asked to conceptualize and develop or materially refine eight (8) indicators used for managing and monitoring 'value' in health care. Each group will develop their indicators with consideration for a different stakeholder group (e.g., economic perspectives, patient, population/society, employers/facilities, provider, payors and purchasers, supplier). Written assignments will include: indicator utility, relevance and priority, indicator definition and operationalization, methods, reporting levels (facility, regional, provincial, national) and data sources. Note: for multi-dimensional indicators, groups can assess individual dimensions as separate indicators or report on as composite measure (see instructions)

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 May 9, 2021	Pass/Fail
Module-Specific Discussion Forum	By : May 10, 2021 (Module 1) May 17, 2021 (Module 2) May 24, 2021 (Module 3) May 31, 2021 (Module 4)	Pass/Fail
Oral Presentation – VBHC Concept	Submit by June 3, 2021	Pass/Fail
Participate in entire residency, including the keynote and all modules and breakout sessions	June 4 - 6, 2021	Pass/Fail
Complete and submit post-work	June 16, 2021 by 11:55 p.m. SK time	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

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see *http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html).*

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.htmlights & 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.