

JSGS 832 – POPULATION BASED HEALTH PROGRAM MANAGEMENT

	University of Regina Campus
Instructor:	Dan Florizone BComm MBA
Phone:	1-306-260-4896
E-mail:	dan.florizone@usask.ca
Office Hours:	N/A
Office Location:	Diefenbaker Place, University of Saskatchewan campus
Term:	Spring 2020
Room:	Rm 147.2
Date and Time:	Online, September 2 nd , 2020 to December 6 th , 2020. End of term is December 8 th , 2020. Final assignment due December 8 th , 2020.

COURSE CONTENT AND APPROACH

REQUIRED READINGS

1. *Social Determinants of Health the Canadian Facts*, Mikkonen, Juha. Raphael, Dennis.; York University (Toronto, Ont.). School of Health Policy and Management.; Canadian Electronic Library (Firm)
2010 <https://login.libproxy.uregina.ca:8443/login?url=http://www.deslibris.ca/ID/223317>
2. Raphael, Dennis, **Social Determinants of Health, Canadian Perspectives: Third Edition**, 2016
3. Readings as assigned – see syllabus.

EVALUATION

Student evaluation will be based on the following:

- | | | |
|----|---|-----|
| 1. | Two assignments over the semester
1000 words per assignment (20% each) | 40% |
| 2. | Participation in four on-line discussion forums (5% each) | 20% |
| 3. | Final assignment | 40% |

MODULE OVERVIEW

Module 1 (Sept 2 - 6) – Welcome, Introductions and Course Overview

Learning objectives:

- Understand the course objectives and requirements;
- Meet the instructor and fellow students.

Expectations:

- Introduce yourself and state your personal learning objectives for JS GS 832 on the Module 1 introductory forum.
- Attend (or view) the introductory zoom presentation (and slide deck) scheduled for September 3rd, 2020 at 7 pm (Sk. time)

Module 2 (Sept 8 – 20; Sept 7 Labour Day) – Introduction to the Basics: Epidemiology, Biostatistics and the IHI Triple Aim

Learning objectives:

- Gain a basic understanding of epidemiology and its application to measuring, monitoring and influencing population/public health;
- Demonstrate a basic understanding of bio-statistics;
- Understand and apply the Institute for Health Improvement Triple Aim framework.

View/read the following:

1. Video – introduction to Epidemiology
<https://www.cdc.gov/publichealth101/epidemiology.html>
2. Introduction to the IHI Triple Aim
<http://www.ihl.org/Engage/Initiatives/TripleAim/Pages/MeasuresResults.aspx>
3. Look up the definition of bio-statistics, (re)familiarize yourself with the definition of a normal distribution (bell curve), standard deviation, and specificity (false positive) and sensitivity (false negative).

Forum 1 on-line discussion (Sept 8 - 20):

Examples of discussion points:

- Define and discuss Rose’s theorem – and its application to tackling population health.
- Compare and contrast various statistical distributions including a normal distribution.
- Describe the implication of the sensitivity and specificity of a particular test to the development of a successful testing/screening program.
- Define and discuss the various indicators/measures of a population’s mortality and morbidity.
- Use the triple aim to assess the Canadian health system, or that of your own province or territory. Where is the bulk of the emphasis (resources and attention) placed?
- Is Canadian healthcare low cost, high quality and producing great outcomes? How do you know? What measures back this up?

Module 3 (Sept 21 – Oct 4) – The Social Determinants of Health

Learning objectives:

- Understand the social determinants of health and their influence on the health of a population;
- Learn about the health status of Canadians and the factors that make and keep us healthy.
- Understand the important - but limited role - that the healthcare system has on the health of a population.

Read the following:

1. http://thecanadianfacts.org/The_Canadian_Facts.pdf

2. Raphael, Dennis, **Social Determinants of Health, Canadian Perspectives**, Chapters 1 & 2.

Background: The Lalonde Report (1974) marked a significant shift in conceptual thinking about health and healthcare policy in Canada. In the decades since, the pace of adoption and investment in prevention, promotion and population health has been slow and sporadic, with illness-based investments continuing to consume most of the resources and attention.

<https://www.canada.ca/en/health-canada/services/health-care-system/commissions-inquiries/federal-commissions-health-care/new-perspective-health-canadians-lalonde-report.html>

Forum 2 on-line discussion (Sept 21 – Oct 4):

Examples of discussion points:

- Compare and contrast an illness-based approach with a population health-based approach.
- What made the Lalonde Report significant for policy makers in Canada?
- How much does the healthcare system contribute to making and keeping us healthy?
- What are the policy implications of acknowledging and tackling the social determinants of health?
- How can the current health system respond to the social determinants of health?
- Whose role is it to creating a healthier population? Individual? Community? Organizational (NGO or corporate)? Government (local, provincial, federal; branch or ministry)?
- What policy levers exist to influence the social determinants of health?
- Why does a focus on the individual tend to have a minimal effect on the health of a population?

Module 4 (Oct 4 – 18; 12 - Thanksgiving) – The Influence of the Distribution of Income and Wealth on the Health of a Population

Learning objectives:

- Understand the role that wealth and income have on the health of a population.
- Understand healthy public policy opportunities and influences of equity and disparity, including the distribution of income and wealth across a population.

Read the following:

1. Raphael, Dennis, **Social Determinants of Health, Canadian Perspectives**, Chapters 3, 4 & 6

Background: Income and wealth distribution (equity) are amongst the most significant determinants of the health of a population. Those with economic means are in a better position to

purchase (better) housing, live in safer communities, afford healthy food choices, access services (including health), pursue post-secondary education, move to where job opportunities exist, and enjoy the benefits of a host of other social determinants of health.

Assignment 1: Select a Provincial/Territorial or Regional Health Authority (**HA**) in Canada. The Board of Directors of the HA has requested that a briefing note be prepared on the following topic:

- Prepare a briefing updating the Board on COVID19. Specifically, the Board is interested in knowing what groups or populations appear most susceptible to COVID 19? What is the cause of this susceptibility? What are the implications of this susceptibility? It is known from our experience with the H1N1 pandemic that vaccine production and deployment will take several months (following Health Canada approval). It is likely that vaccine supply will be constrained by the pace of manufacturing and quality control, as well as our ability (staffing) to deliver the vaccine to the population. **Provide recommendations on who should be vaccinated first, and next, in order of priority.** Due October 18th, 2020.

Briefing Note Format

The Board briefing notes (**BN**) are held to a maximum of 1,000 words. It is common to pull forward information/key messages from previously prepared briefing notes – reflecting consistency and efficiency in not duplicating work effort. The format required for the BN follows the following format:

1. Issue
2. Key messages
3. Background
4. Findings
5. Options
6. Recommendation

Module 5 (Oct 19 – Nov 1) – The Impact of Education and Literacy on the Health of the Population

Learning objectives:

- Understand the role that education (early, primary, secondary, post-secondary) has on the health of a population.
- Understand healthy public policy opportunities and influences of education, including access, level of attainment, and literacy.

Read the following:

1. Raphael, Dennis, **Social Determinants of Health, Canadian Perspectives**, Chapters 9,10,11 & 12

Background: Education levels have a significant influence on the health of a population. While the influence of this social determinant is multi-faceted, important links can be found between early child development and health outcomes, and between educational attainment and participation in the economy (employment).

Forum 3 on-line discussion (Oct 19 – Nov 1):

Examples of discussion points:

- Refer to critical thinking questions at the end of each Chapter of textbook.
- By what means does education effect health outcomes?
- Describe how literacy is a determinant of health.
- Saskatchewan's school divisions have targeted reading at grade level in grade 3 as a provincial priority. Grade 3 is considered a crucial year – in that students learn to read in the years leading up to and including grade 3 – and then read to learn from grade 3 onwards. Grade 3 literacy is therefore a strong predictor of high school graduations rates.
- What are the health implications of education sector policy?

Module 6 (Nov 2- 8; Break Nov 9-15; Resume Nov 16-22) – Race as a Determinant of Health

Learning objectives:

- Understand the significant health disparities experienced by Canada's indigenous population;
- Explain the root causes for such disparity, the generational impacts of past social policy and the policy options and implications for the future.

Read the following:

1. Raphael, Dennis, **Social Determinants of Health, Canadian Perspectives**, Chapters 17 & 19

Background: One could argue that race, in and of itself, is not a social determinant of health. Unfortunately, indigenous populations disproportionately suffer socio-economically from past and current government policies, explicit and implicit/systemic/institutional racism, a history of colonialism, a legacy of residential schools, segregation, low rates of graduation, high rates of unemployment, poor housing, poor access to health services, higher rates of incarceration, poor

access to traditional diets, and a lack of access to potable drinking water – just to name a few. These factors are not inherent to race. Rather, it is a failure of society, a manifestation of racism, failed policies, colonial practices, and inequities that pervade Canadian society.

Assignment 2 - Select a Provincial/Territorial or Regional Health Authority (HA) in Canada. (hint: feel free to use the same HA as you selected for assignment 1). The Board of Directors of the HA has requested that a briefing note be prepared on the following topic:

- Prepare a synopsis of the health of the population served by the HA. The HA is interested in a high-level summary of demographics, prevalence of illness and cause of death within the population. Next, provide an overview, supported by the literature, of factors that influence (either positively or negatively) the health of the population served by the HA. Identify populations at highest risk. Finally, **recommend who, what and where the Board ought to focus on to positively influence health outcomes**. Due November 22nd, 2020.

Briefing Note Format

The Board briefing notes (BN) are held to a maximum of 1,000 words. It is common to pull forward information/key messages from previously prepared briefing notes – reflecting consistency and efficiency in not duplicating work effort.

The format required for the BN follows the following format:

1. Issue
2. Key messages
3. Background
4. Findings
5. Options
6. Recommendation

Module 7 (Nov 23 – Dec 8) – Reconciling Targeted Approaches for Vulnerable Populations (Hotspotting) with a Population Health Approach

Learning objectives:

- Understand Rose's Theorem and the implication for taking a population health approach;
- Examine the application of a targeted approach to at-risk populations (hotspotting);
- Understand the emerging application of targeted and population health approaches.

Read the following:

- Finkelstein A, Zhou A, Taubman S, Doyle J. Health Care Hotspotting - A Randomized, Controlled Trial. *N Engl J Med.* 2020;382(2):152-162. Available at <https://www.nejm.org/doi/full/10.1056/NEJMsa1906848>
- Look Beyond Hotspotting To Focus on a Broader Population's Unmet Social Needs, " Health Affairs Blog, July 10, 2020. DOI: 10.1377/hblog20200702.63975
- Frohlich, K. and Potvin, L., The Inequity Paradox: The Population Approach and Vulnerable Populations, *Transcending the Known in Public Health Practice, Government, Politics and Law*, American Journal of Public Health, Feb 2008, Vol 98, No 2.
- Anderson, A. et al, The effect of socio-demographic factors on mental health and addiction high-cost use: a retrospective, population-based study in Saskatchewan, *Canadian Journal of Public Health* (2018) 109; 810-820

Background: There appears to be a tension between targeting a specific, at-risk population and creating population health policy that reduces variation/inequity and improves the overall health of the population. This module is intended to tackle how either/or thinking can be shifted to both/and.

Forum 4 on-line discussion (Nov 23 – Dec 6)

Examples of discussion points:

- How much health resource is spent on the high end users of healthcare (5% or 10% of the population)?
- Compare and contrast Hotspotting with Rose's Theorem.
- What is the best approach to tackling the social determinants of health while mitigating inequities in health outcomes?
- What strategies need to be undertaken to bring whole-of-government approaches to our most vulnerable of citizens?
- Does governance matter? If so, in what way?
- How would progress since the Lalonde Report best be described?
- What are the key learnings from this course? This module?
- How will your understanding of health inform your decision-making and direction setting throughout your future career?
- What sectors and organizations should inform healthy public policy in Canada?

Final Assignment (2,000 words) – Select a Provincial/Territorial or Regional Health Authority (HA) in Canada. (hint: feel free to use the same HA as you selected for assignment 1 &2). The Board of Directors of the HA has requested that a **report (with recommendations)** be prepared on the following topic:

- The Board has requested that management develop a report (with recommendations) that establishes clear population health targets in select areas of focus based upon the evidence (literature and health data of the population served). The intent of the report is to inform the strategic plan of the Board. The report should be based on the health needs/status of the population along with an analysis of the social determinants of health. Recommendations should then focus on strategies that would have the biggest impact on the health of the population. A plan for deployment should describe the approach, the team, the sectors involved and methods of citizen engagement necessary for successful implementation.

Due: No later than December 8th, 2020

Schedule at a glance

Note: Course starts Sept 2nd and the last day of classes is Dec 6th, 2020.

The end of term is Dec 8th, 2020. Each two-week cycle begins on a Monday and ends Sunday night at 11:55 PM (Sk. time).

Module	Reading	Assignments	Forum
1 (Sept 2 - 6)	Course Orientation Meet Your Instructor – join zoom session scheduled for Sept 3rd at 7 pm (Sk. Time)		Introduce Yourself Forum
2 (Sept 8 - 20) (Sept 7 – Labour Day)	Introduction to the basics Video – introduction to Epidemiology https://www.cdc.gov/publichealth101/epidemiology.html Introduction to the IHI Triple Aim http://www.ihl.org/Engage/Initiatives/TripleAim/Pages/MeasuresResults.aspx		Forum 1
3 (Sept 21 – Oct 4)	Raphael, Dennis, Social Determinants of Health, Canadian Perspectives , Chapters 1 & 2. http://thecanadianfacts.org/The_Canadian_Facts.pdf Join zoom session scheduled for Oct 1st at 7 pm (Sk. time).		Forum 2



<p>4 (Oct 4 - 18) (Oct 12 – Thanksgiving)</p>	<p>Raphael, Dennis, Social Determinants of Health, Canadian Perspectives, Chapters 3, 4 & 6</p>	<p>Assignment 1 due Oct 18</p>	
<p>5 (Oct 19 – Nov 1)</p>	<p>Raphael, Dennis, Social Determinants of Health, Canadian Perspectives, Chapters 9,10, 11, 12 Join zoom session scheduled for Oct 29th at 7 pm (Sk. Time).</p>		<p>Forum 3</p>
<p>6 (Nov 2 - 8) (Nov 9 – 15 Fall Break) (Classes Resume Nov 16-22)</p>	<p>Raphael, Dennis, Social Determinants of Health, Canadian Perspectives, Chapters 17 & 19</p>	<p>Assignment 2 due Nov 22</p>	
<p>7 (Nov 23 – Dec 6)</p>	<ul style="list-style-type: none"> ➤ Finkelstein A, Zhou A, Taubman S, Doyle J. Health Care Hotspotting - A Randomized, Controlled Trial. N Engl J Med. 2020;382(2):152-162. Available at https://www.nejm.org/doi/full/10.1056/NEJMsa1906848 ➤ Look Beyond Hotspotting To Focus on a Broader Population's Unmet Social Needs, " Health Affairs Blog, July 10, 2020. DOI: 10.1377/hblog20200702.63975 ➤ Frohlich, K. and Potvin, L., The Inequity Paradox: The Population Approach and Vulnerable Populations, Transcending the Known in Public Health Practice, Government, Politics and Law, American Journal of Public Health, Feb 2008, Vol 98, No 2. ➤ Anderson, A. et al, The effect of socio-demographic factors on mental health and addiction high-cost use: a retrospective, population-based study in Saskatchewan, Canadian Journal of Public Health (2018) 109; 810-820 <p>Join zoom session scheduled for Dec 3rd at 7 pm (Sk. time).</p>		<p>Forum 4</p>
<p>Final Assignment</p>		<p>Final Assignment due Dec 8</p>	

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 the Coordinator of Special Needs Services at (306) 585-4631.

STUDENTS EXPERIENCING STRESS

Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: <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.

ACADEMIC INTEGRITY AND CONDUCT

Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at <http://www.uregina.ca/gradstudies/grad-calendar/policyuniv.html>) 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. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.