

JSGS 832 – POPULATION BASED HEALTH PROGRAM MANAGEMENT

| UNIVERSITY OF REGINA CAMPUS | |
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| 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 2022 |
| ROOM: | |
| CLASS DATE AND TIME: | Online, May 2 nd ,2021, to June 15 th 2022, On-line zoom discussion on every Tuesday at 7:00 PM except weeks where an assignment is due. |
| ZOOM LINK: | https://uregina-ca.zoom.us/j/8849926420 |

1) 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.

2) LEARNING OBJECTIVES

This course will provide students with the tools to: a) analyze population health, b) understand the main determinants of health and c) prepare and implement population health interventions.

The primary objective of the course will be to understand the main determinants of health and how to implement evidence-based population health strategies.

3) 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.

4) COURSE CONTENT AND APPROACH

(A) REQUIRED READINGS

1. **Social Determinants of Health: The Canadian Facts** (2nd edition, 2020) by Dennis Raphael, Toba Bryant, Juha Mikkonen and Alexander Raphael. <https://thecanadianfacts.org/>
2. **Social Determinants of Health, Canadian Perspectives**: Third Edition, 2016, by Dennis Raphael
3. Readings as assigned – see syllabus.

(B) MODULE OVERVIEW

Module 1: Introduction (May 3rd) – 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 JSGS 832 on the Module 1 introductory forum.
- Attend (or view) the introductory zoom presentation (and slide deck) scheduled for May 3rd, 2022 at 7 pm (Sk. time)

Module 2 (May 4th – May 8th) – 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 (May 4th – May 8th):**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 (May 9th – May 15th) – 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. <https://thecanadianfacts.org/>
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 (May 9th – May 15th):

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 (May 16th – May 22nd) – The Influence of the Distribution of Income and Wealth on the Health of a Population – Assignment 1 due on May 22nd

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.

Module 5 (May 23rd – May 29th) – 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 (May 23rd – May 29th):

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 (May 30th – Jun 5th) – Race as a Determinant of Health- Assignment 2 due on June 5th

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.

Module 7 (Jun 6th – Jun 12th) – 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:

1. Finkelstein A, Zhou A, Taubman S, Doyle J. Health Care Hotspotting - A Randomized, Controlled Trial. *N Engl J Med.* 2020;382(2):152-162. <https://www.nejm.org/doi/full/10.1056/NEJMsa1906848>
2. Look Beyond Hotspotting To Focus on a Broader Population’s Unmet Social Needs, " Health Affairs Blog, July 10, 2020. DOI: 10.1377/hblog20200702.63975
3. 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.*
4. 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 (Jun 6th – Jun 12th)

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?

(C) ASSIGNMENTS

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 drug overdose deaths within the health region. How significant is this problem? What population is at risk, and what population health factors lead to their risk. **What options should be considered and what strategy is recommended?** Assignment #1 is due May 22nd 2022.

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.** Assignment #2 is due June 5th 2022.

Briefing Note Format (Assignment 1 + 2)

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.

For guidance on writing briefing notes, please review the following:

[Public Sector Writing with Impact: The JSGS Guide to Writing Briefing Notes - Overview | Rise 360 \(articulate.com\)](#)

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. Final assignment is due June 14th 2022.

(D) SCHEDULE AT A GLANCE / COURSE CALENDAR

- Note: Course starts May 2nd 2022.
- The end of term is Jun 15th, 2021. Each one-week cycle begins on a Monday and ends Sunday night at 11:55 PM (Sk. time).

| Module | Reading | Forum / Assignment |
|---|--|--|
| 1 (May 3 rd) | Course Orientation Meet Your Instructor – join zoom session scheduled for May 3rd at 7 pm (Sk. Time) | Introduce Yourself Forum |
| 2 (May 4 th – May 8 th) | 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 (May 9 th – May 15 th) | Raphael, Dennis, Social Determinants of Health, Canadian Perspectives , Chapters 1 & 2. http://thecanadianfacts.org/The_Canadian_Facts.pdf Join zoom session scheduled for May 10th at 7 pm (Sk. time). | Forum 2 |
| 4 (May 16 th – May 22 nd) | Raphael, Dennis, Social Determinants of Health, Canadian Perspectives , Chapters 3, 4 & 6 | Assignment 1 due May 22 nd |

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| 5 (May 23 rd – May 29 th) | Raphael, Dennis, Social Determinants of Health, Canadian Perspectives , Chapters 9,10, 11, 12 Join zoom session scheduled for May 24th at 7 pm (Sk. Time). | Forum 3 |
| 6 (May 30 th – Jun 5 th) | Raphael, Dennis, Social Determinants of Health, Canadian Perspectives , Chapters 17 & 19 | Assignment 2 due Jun 5 th |
| 7 (Jun 6 th – Jun 12 th) | <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 Join zoom session scheduled for Jun 7th at 7 pm (Sk. time). | Forum 4 |
| Final Assignment | | Final Assignment due Jun 14 th |

(E) 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.

(F) 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.

5) 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.

6) 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>.

7) 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.

8) 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.

9) 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.

10) 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>

11) 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>

12) 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/>

13) RIGHTS & RESPONSIBILITIES OF GRADUATE STUDENTS

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

14) 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>

15) 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.

16) 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>.