

JSGS 832 – Population Based Health Program Management

UNIVERSITY OF REGINA CAMPUS	
INSTRUCTOR:	Akram Mahani, PhD
PHONE:	
E-MAIL:	akram.mahani@uregina.ca
OFFICE HOURS:	By appointment (virtual Zoom meetings)
OFFICE LOCATION:	Virtual
TERM:	Winter 2023
ROOM:	Online (via Zoom and UR Courses)
DATE AND TIME:	This is an online course that will begin on Thursday, January 5, 2023. It will consist of 13 weekly online modules. Throughout the course there will be guest lecture series via Zoom at 6pm (SK time) that students are encouraged to participate in. If students cannot join the live sessions, they can watch the recordings at a later time.

Important Note: this syllabus was developed prior to the start of the term to assist students with their preparation. The syllabus, however, is subject to revision until the start of modules.

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 content of this course and the syllabus are the intellectual property of Akram Mahani.

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.

COURSE DESCRIPTION

This course aims to empower the next generation of Canadian health system leaders with key learnings in population health management. The course will introduce students to the key concepts in population health management including social determinants of health. Students will also learn about data analytics for population health management, measuring population health outcomes, population-based payment methods, collaborative models in population health, and leadership in population health management.

LEARNING OBJECTIVES

Following successful completion of this course, students should be able to:

- Understand key concepts and evolution of population health management
- Learn about social determinants of health
- Learn about health data analytics for population health management
- Understand how to measure population health outcomes
- Understand the relationship between population health and public policy
- Learn about population-based payment methods in health system
- Learn about different collaborative models in population health management
- Learn about leadership role in population health management

MHA PROGRAM COMPETENCIES

- **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.
- **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.
- **Communication and Interpersonal Skills** - Ability to communicate effectively and build enduring, trust-based professional relationships.
- **Systems Thinking and Creative Analysis** - Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
- **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.
- **Continuous Evaluation and Improvement** - Commitment to on-going evaluation for continuous organizational and personal improvement

COURSE CONTENT AND APPROACH

This online course **will start on Thursday, January 5, 2023**. The course is divided into 13 weekly online modules. Each module will focus on a particular topic and has its own section on the UR Courses website. Each module is designed to be participatory and engaging, and to provide a space for mutual learning opportunities. Each module includes reading materials, videos, and/or online discussion forum. There will be weekly live Zoom sessions at 6pm SK time for most of the modules with guest speakers from Canada, USA and Australia.

The live sessions will provide a space and opportunity for interaction and engagement and building a community of practice. Students are recommended to have reviewed the module materials prior to attending the live sessions. These online sessions will be recorded for those who are unable to attend. Students' engagement in online forum discussions as well as the live sessions is strongly encouraged as these engagement activities count toward 20% of your final grade (see more details in the evaluation section).

REQUIRED READINGS

There is one required text book for this course. Not all chapters of this textbook are listed as required readings. Students are **NOT** required to purchase this book as all required readings (including chapters of this textbook and other book chapters introduced throughout this syllabus) will be **provided by the UofR library through the UR Courses Reading List**.

Richard, K. Thomas (2021). Population Health and the Future of Healthcare. 1st Edition. Springer Publishing.

There are some **supplementary readings for each module that are completely optional**. These are for those who are interested to learn more about the subject area.

COURSE OUTLINE AND ASSIGNMENTS

Course at a Glance

Module /Week	Start Date	Topic	Assignment/Forum
0	5th January	Syllabus Review, Students Introduction, Expectations	Expectations
1	9th January	Population health management: introduction and definitions	First Zoom session on Wednesday 11th January at 6pm SK time
2	16th January	Population health management: history and evolution	
3	23rd January	Social determinants of health	Guest lecture by Dr. Dennis Raphael on Monday 23rd January at 6pm SK time
4	30th January	Health status and how to measure it	Discussion Forum 1
5	6th February	Measuring population health outcomes	-Essay 1 Submission -Guest lecture by Dr. Elham Hatef on Tuesday 7th February at 6pm SK time
6	13th February	Assessing population health: community needs assessments	- Discussion Forum 2 -Guest lecture by Dr. Anne Hewitt on Monday 13th February at 6pm SK time
7	20th February	Health data analytics for population health management	-Reading Week -Guest lecture by Dr. Thomas Wan on Monday 27th February at 6pm SK time
8	27th February	Population health and public policy	- Essay 2 Submission - Discussion Forum 3 - Guest lecture by Dr. Evelyne de Leeuw on Tuesday 28th February at 6pm SK time
9	6th March	Population-based payment methods	Guest lecture by Dr. Anastasia Miller on Tuesday 7th March at 6pm SK time
10	13th March	Application of population health in hospitals	Discussion Forum 4
11	20th March	Collaborative models in population health	
12	27th March	Leadership in population health management	- Discussion Forum 5 -Guest lecture by Dr. Mark Bittle on Wednesday 29th March at 6pm SK time
13	3rd April	Future of population health management	

Module 0- Syllabus Review, Students Introduction, Expectations (January 5th to January 8th 2023)

This module will start with an overview of the course structure, content, expectations, and methods of evaluation. It will provide students with an opportunity to introduce themselves to the rest of the class.

Expectations:

1. Please introduce yourself and share information about your background (educational and professional) and where you are based (city, province). For background information, please mention if you are an MHA or MHA-HIM student or HSM (Health Systems Management) Certificate student, and where you are in your career journey (early career, mid-career, advanced, looking for career change). Please mention why you decided to pursue the MHA or MHA-HIM or HSM program and how many courses you have taken so far. Please share this information via **course email** using a **maximum of 150 words by Monday 9th January**. Please **copy all your classmates** when sending the introduction email.
2. Please answer the following questions: **“what do you expect from the Population Based Health Program Management course, what would you like to achieve by the end of this course, and how can this course help solve some of the challenges you are dealing with?”** I encourage you to take some time to think about your expectations from this course and **submit your notes (max 150 words) via course email by Friday 13th January**. We will get back to these expectations notes at the end of the course. This is part of your self-assessment that is counted toward the final grade.

Module 1- Population health management: introduction and definitions (January 9th to January 15th 2023)

In this module we will explore different definitions of the term/concept “population health”.

Required Readings:

1. Thomas, R. K. (2021). Defining Population Health. In: *Population Health and the Future of Healthcare*, (pp. 1-20). Springer Publishing.
2. Swarthout, M. and M. A. Bishop (2017). Population health management: review of concepts and definitions. *American Journal of Health-System Pharmacy*. 74(18): 1405-1411.

Supplementary Readings:

1. Meseşan-Schmitz, L. (2015). Population Health. An Analysis of the Definition and a Measurement of the Concept. *Bulletin of the Transilvania University of Braşov, Series VII: Social Sciences and Law*(2), 135-144.

First Zoom session on **Wednesday 11th January** at 6pm SK time

Module 2- Population health management: history and evolution (January 16th to January 22nd 2023)

This module will review the history and evolution of population health management.

Required Readings:

1. Thomas, R. K. (2021). The Road to Population Health: A Changing Society. In: Population Health and the Future of Healthcare (pp. 21-46). Springer Publishing.
2. Thomas, R. K. (2021). The Road to Population Health: A Changing Healthcare System. In: Population Health and the Future of Healthcare (pp. 47-75). Springer Publishing.
3. Thomas, R. K. (2021). The Roots of Population Health. In: *Population Health and the Future of Healthcare* (pp. 77-105). Springer Publishing.
4. Wan, T. T. (2018). Evolving public health from population health to population health management. In: Population Health Management for Poly Chronic Conditions (pp. 3-15). Springer.

Module 3- Social determinants of health (January 23rd to January 29th 2023)

This module will explore the concept of social determinants of health (SDOH) and how these determinants influence population health outcomes at different levels: international, national, and local.

Required Readings:

1. Raphael, D., & Bryant, T. (2022). Emerging Themes in Social Determinants of Health Theory and Research. *International Journal of Health Services*, 52(4), 428-432.
2. Raphael, D., Bryant, T., Mikkonen, J., & Alexander, R. (2020). *Social determinants of health: the Canadian facts*. Ontario Tech University Faculty of Health Sciences (Introduction, pages 11-14).
3. Thomas, R. K. (2021). The Social Determinants of Health and Illness. In: *Population Health and the Future of Healthcar*. (pp. 133-165). Springer Publishing.

Supplementary Readings:

1. Bryant, T., Raphael, D., Schrecker, T., & Labonte, R. (2011). *Canada: A land of missed opportunity for addressing the social determinants of health*. *Health policy*, 101(1), 44-58.
2. Thornton, R. L., Glover, C. M., Cené, C. W., Glik, D. C., Henderson, J. A., & Williams, D. R. (2016). *Evaluating strategies for reducing health disparities by addressing the social determinants of health*. *Health Affairs*, 35(8), 1416-1423.

Guest Lecture on Monday 23rd January at 6pm SK time by **Dr. Dennis Raphael** (PhD), Professor at the School of Health Policy and Management at York University in Toronto.

Module 4- Health status and how to measure it (January 30th to February 5th 2023)

This module will first identify different definitions of health and wellbeing before exploring how to measure health.

Required Readings:

1. Thomas, R. K. (2021). Health Status and How to Measure It. In: Population Health and the Future of Healthcare. (pp. 107-131). Springer Publishing.
2. Harvey, J. (2013). Basic Concepts. In: Measuring Health and Wellbeing. (pp. 1-25). Sage.

Module 5- Measuring population health outcomes (February 6th to February 12th 2023)

In this module we will first review key population health outcomes. We will then identify some metrics and indicators to measure those outcomes.

Required Readings:

1. Parrish RG. Measuring population health outcomes. (2010). *Preventive Chronic Disease*. 7(4):1-11.
2. Hatef, E., Lasser, E. C., Kharrazi, H. H., Perman, C., Montgomery, R., & Weiner, J. P. (2018). A population health measurement framework: evidence-based metrics for assessing community-level population health in the global budget context. *Population health management*, 21(4), 261-270.
3. Turnock, B.J. (2016). *Measuring Population Health*. In: *Essentials of Public Health*. 3rd Edition. Jones & Bartlett Learning (pp. 143-186)

Supplementary Readings:

1. Vuik, S., Siegel, S., & Darzi, A. (2017). How Should We Measure the Distribution of Health in a Population. *Health Affairs Blog [Internet]*.
<https://www.healthaffairs.org/doi/10.1377/forefront.20170317.059233/>
2. *Defining and Measuring Population Health*. (2010). In: *Accounting for Health and Health Care: Approaches to Measuring the Sources and Costs of Their Improvement*. The National Academic Press. (pp. 119-141)
3. *Linking Population Health to the Array of Health Inputs*. (2010). In: *Accounting for Health and Health Care: Approaches to Measuring the Sources and Costs of Their Improvement*. The National Academic Press. (pp. 143-186)

Watch this YouTube Video:

Population Health Measures: What They Are and Why They Matter (Length:4.08, click [here](#))

Guest Lecture on Tuesday 7th February at 6pm SK time by **Dr. Elham Hatef** (MD, MPH, FACPM), Assistant Professor at the Division of General Internal Medicine, Department of Medicine, Johns Hopkins School of Medicine; and Academic Director, General Preventive Medicine Residency Program, Johns Hopkins School of Public Health.

Module 6- Assessing population health: community needs assessments (February 13th to February 19th 2023)

This module will review approaches to community health data, mainly community needs assessment.

Required Readings:

1. Hewitt, A. M., & Dykstra, D. (2021). *Assessing Population Health: Community Health Needs Assessments*. In: *Population Health Management: Strategies, Tools, Applications, and Outcomes*. (pp. 39-52). Springer.
2. Thomas, R. K. (2021). *Traditional Approaches to Community Health Data*. In: *Population Health and the Future of Healthcare*. (pp. 263-297). Springer Publishing.

Supplementary Readings:

1. Rosenbaum, S. (2013). *Principles to consider for the implementation of a community health needs assessment process*. Washington, DC: George Washington School of Public Health.
https://nnphi.org/wp-content/uploads/2015/08/PrinciplesToConsiderForTheImplementationOfACHNAProcess_GWU_20130604.pdf

Guest Lecture on Monday 13th February at 6pm SK time by [Dr. Anne Hewitt](#) (PhD, MA), Acting Chair and Professor, Department of Interprofessional Health Sciences and Health Administration and Director of the Elizabeth A. Seton Institute for Population and Community Health.

Module 7- Health data analytics for population health management (February 20th to February 26th 2023)

This module will examine the role of health information technology (HIT) and health data analytics for population health management.

Required Readings:

1. Johri, N. (2021). Health Data Analytics for Population Health Management. In: Population Health Management: Strategies, Tools, Applications, and Outcomes. (pp. 79-99). Springer Publishing.
2. Wan, T. T. (2018). Health Informatics Research and Innovations in Chronic Care Management: An Experimental Prospectus for Adopting Personal Health Records. In: Population Health Management for Poly Chronic Conditions. (pp. 137-153) Springer.

Supplementary Readings:

1. Raghupathi W, Raghupathi V. (2014). Big data analytics in healthcare: promise and potential. *Health Information Science and Systems*. 2(3), 1-10.
2. Hunt, J. S., Gibson, R. F., Whittington, J., Powell, K., Wozney, B., & Knudson, S. (2015). Guide for developing an information technology investment road map for population health management. *Population health management*, 18(3), 159-171.

Guest Lecture on Monday 27th February at 6pm SK time by [Dr. Thomas Wan](#) (Ph.D., MHS), Professor Emeritus at School of Global Health Management & Informatics, College of Community Innovation and Education, University of Central Florida.

Module 8- Population health and public policy (February 27th to March 5th 2023)

This module will examine the link between population health and public policy. We will then explore implications of public policies at various levels of government on population health.

Required Readings:

1. Thomas, R. K. (2021). Population Health and Public Policy. In: Population Health and the Future of Healthcare. (pp. 231-261). Springer Publishing.
2. Kindig, D. A. (2015). Can there be political common ground for improving population health?. *The Milbank Quarterly*, 93(1), 24.
3. Mintrom, M. (2019). New Zealand's Wellbeing Budget invests in population health. *The Milbank Quarterly*, 97(4), 893.

Supplementary Readings:

1. Lantz, P. M. (2019). The medicalization of population health: who will stay upstream?. *The Milbank Quarterly*, 97(1), 36.

Guest Lecture on Tuesday 28th February at 6pm SK time by [Dr. Evelyn de Leeuw](#) (MSc, MPH, PhD), Professor of Urban Health and Policy at University of New South Wales in Australia and Director of

the HUE (*Healthy Urban Environments*) Collaboratory, a Maridulu Budyari Gumal SPHERE CAG, run by three universities (UNSW, UTS and WSU) and two LHDs (South Eastern and South Western Sydney).

Module 9- Population based payment methods (March 6th to March 12th 2023)

This module will review different population-based payment methods. We will also explore the shift from volume-based care payment methods to value-based care reimbursement models.

Required Readings:

1. Miller, A. Woodard, T.B. (2021). Alternative Payment systems: Volume to Value-Based Care. In: Population Health Management: Strategies, Tools, Applications, and Outcomes. (pp. 139-153). Springer Publishing.
2. Huerta, T.R. Henfer, J.L. McAlearney, A.S. (2014). Payment Models to Support Population Health Management. In: Population Health Management in Health Care Organizations. (pp. 177-183). Emerald Group Publishing.
3. Corder, J. C. (2018). Population Health Management and ACOs: Will They Achieve Their Goals of Better Health and Lower Costs?. *Missouri Medicine*, 115(1), 7.

Supplementary Readings:

1. Muhlestein, D., Bleser, W. K., Saunders, R. S., & McClellan, M. (2021). All-payer spread of ACOs and value-based payment models in 2021: the crossroads and future of value-based care. *Health Affairs Blog*. <https://www.healthaffairs.org/doi/10.1377/forefront.20210609.824799/full/>
2. Naessens, J. M., Van Such, M. B., Nesse, R. E., Dilling, J. A., Swensen, S. J., Thompson, K. M., ... & Santrach, P. J. (2017). Looking under the streetlight? A framework for differentiating performance measures by level of care in a value-based payment environment. *Academic Medicine*, 92(7), 943.
3. Conrad, D. A. (2015). The theory of value-based payment incentives and their application to health care. *Health Services Research*, 50, 2057-2089.

Guest lecture on Tuesday 7th March at 6pm SK time by [Dr. Anastasia Miller](#) (PhD), Assistant Professor at the Department of Health Care Administration at Texas Women University.

Module 10- Application of population health in hospitals (March 13th to March 19th 2023)

This module will review various population health initiatives that hospitals are employing to improve population health outcomes. We will present examples of hospital-community partnerships and population health programs that some hospitals have been embarking on.

Required Readings:

1. Noh, E., Potthoff, S., & Begun, J. W. (2020). A taxonomy of hospitals based on partnerships for population health management. *Health care management review*, 45(4), 321.
2. Skinner, D., Franz, B., Taylor, M., Shaw, C., & Kelleher, K. J. (2018). How US children's hospitals define population health: a qualitative, interview-based study. *BMC health services research*, 18(1), 1-10.
3. Begun, J. W., & Potthoff, S. (2017). Moving upstream in US hospital care toward investments in population health. *Journal of Healthcare Management*, 62(5), 343-353.

Supplementary Readings:

1. Hilts, K. E., Yeager, V. A., Gibson, P. J., Halverson, P. K., Blackburn, J., & Menachemi, N. (2021). Hospital partnerships for population health: a systematic review of the literature. *Journal of healthcare management/American College of Healthcare Executives*, 66(3), 170.
2. Park, S., Hamadi, H., Apatu, E., & Spaulding, A. C. (2020). Hospital partnerships in population health initiatives. *Population health management*, 23(3), 226-233.
3. Atkins, D. N., Gabriel, M. H., Cortelyou-Ward, K., & Rotarius, T. (2020). Population health initiatives among hospitals: associated hospital characteristics. *Journal of Healthcare Management*, 65(3), 187-200.

Module 11- Collaborative models in population health (March 20th to March 26th 2023)

This module will review collaborative models in population health ranging from care coordination and integrated care to multi-sectoral collaboration initiatives for improving population health outcomes.

Required Readings:

1. Hewitt, A.M. (2021). Population Health Models-Part II: Care Coordination Continuum, Behavior Change, Patient Engagement, and Telehealth. In: Population Health Management: Strategies, Tools, Applications, and Outcomes. (pp. 155-169). Springer Publishing.
2. Wagner, S. Hewitt, A.M. (2021). Collaborations and Coproduction of Health. In: Population Health Management: Strategies, Tools, Applications, and Outcomes. (pp. 211-224). Springer Publishing.

Supplementary Readings:

1. de Leeuw, E., & Peters, D. (2014). Nine questions to guide development and implementation of Health in All Policies. Health promotion international, dau034.
2. Goodwin, N. (2016). Understanding integrated care. *International journal of integrated care*, 16(4).

Module 12- Leadership in population health management (March 27th to April 2nd 2023)

This module will explore the leadership role in achieving population health outcomes. We will further examine what type of leadership is required for a population health approach.

Required Readings:

1. Buck, D., Baylis, A., Dougall, D., & Robertson, R. (2018). Supporting the journey towards a population health system: what needs to change? In: A vision for population health. *Towards a healthier future. Kings Fund*. (pp. 49-60).
2. Stefanacci, R. G., & Banerjee, A. (2021). Leading Population Health Efforts: The Power of Vowels. *American Health & Drug Benefits*, 14(2), 79.
3. Wagner, S.L. Shay, P.D. Schumacher, E.J. (2021). Leadership for the Future Health Sector: Transformation, Innovation, and Change for Population Health Managers. In: Population Health Management: Strategies, Tools, Applications, and Outcomes. (pp. 229-248). Springer Publishing.

Supplementary Readings:

1. Naccarella, L., Butterworth, I., & Moore, T. (2016). Transforming health professionals into population health change agents. *Journal of public health research*, 5(1), jphr-2016.

Guest Lecture on Wednesday 29th March at 6pm SK time by Dr. [Mark J. Bittle](#) (DrPH, MBA, FACHE), Bloomberg Centennial Chair, Doctor of Public Health program; and Program Director for Master of Health Administration, and Master of Applied Science, Population Health Management at Johns Hopkins Bloomberg School of Public Health.

Module 13- Future of population health management (April 3rd to April 9th 2023)

This final module will provide a wrap up of the course and will explore some future directions for and challenges facing population health management.

Required Readings:

1. Frieden, T. R. (2015). The future of public health. *New England Journal of Medicine*, 373(18), 1748-1754.

Supplementary Readings:

1. Buck, D., Baylis, A., Dougall, D., & Robertson, R. (2018). Setting out the case: the population’s health and the challenges ahead. In: A vision for population health. *Towards a healthier future*. (pp. 7-17). Kings Fund.

EVALUATION

This course is evaluated via a combination of engagement in online forum discussions, group project as the mid-term assignment, self-assessment, and a final assignment (see Table 1 below).

Table 1: Methods of students’ evaluation for Health Promotion course

Methods of Evaluation	% of Course Grade	Deadline
Engagement in Online Discussion Forums (5 forums in total)	20%	Ongoing
Essay 1 (max 500 words)	15%	6 th February 2023
Essay 2 (max 500 words)	15%	27 th February 2023
Self-Assessment	10%	Between 10-14 April
Final Assignment (max 2000 words)	40%	Between 10-14 April

Engagement in Online Discussion Forums (20%)

Students are encouraged to actively engage in the online discussion forums (5 forums in total). There will be question/s for each forum that students need to answer by applying the readings and materials learned from the course. Discussions in the online discussion forums should follow a **maximum 150 word-limit per each post**. Students are free to raise their own questions, reflect on relevant stories from the media, and share the personal practice experiences. The discussions are graded based on three criteria: communication of ideas, critical thinking, and interactions with peers (see details in Table 2). Students should respect diversity of ideas and perspectives. Students’ efforts to respond to, and post on their fellow students posts and threads will be graded. Students are encouraged to have **at least 5 posts for each discussion forum**. These could be an introductory/original post to start a discussion or response to other students’ posts. Please note that the **first post needs to be submitted within 72 hours** of the forum opening and the rest during the course of the week. Table 2 presents the grading rubric for online forum discussions.

Table 2: Grading rubric for online forum discussions

Criteria	0	1	2	3
Communication of Ideas	Does not communicate an idea.	Ideas are communicated, but there is no evidence to support ideas and conclusions.	Ideas are communicated clearly and completely. Some examples and/or resources and references are provided to support ideas.	Ideas are communicated thoroughly. Specific examples and/or resources and references are provided to support ideas. Additional resources, references, or applications of the discussion topic are provided.
Critical Thinking	Makes errors in interpreting topics. Makes superficial opinion-based comments only.	Relies on more than just opinion. Refers vaguely to some resources. Indicates an attempt to explore the discussion topic.	Connects ideas coherently. Explores, explains and expands the discussion topic. Comments include personal experiences as well as appropriate resources and references.	Fully explores, explains, and expand the discussion topic. Comments are appropriately referenced. Connects to other relevant issues, materials, and experiences.
Interactions with Peers	Replies to others but with no specific feedback. Repeats points made by others. Responses discourage others to share ideas.	Adequate feedback is provided on others' post/s.	Meaningful feedback is provided on others' posts. Point from at least one other student is built upon and/or refuted. Demonstrates efforts to keep discussion flowing.	Meaningful feedback is provided on others' posts. Points from other students clearly built upon and/or refuted. Promotes interaction, asks provocative questions and deepens the discussion. Demonstrates enthusiasm for the topic and makes efforts to keep discussion flowing.

Two Short Essays (30%)

Essay 1 Question (15%) Submission Deadline: 6th February 2023 at 23:59 (SK time)

The four key determinants of health include: biological and genetic factors, health care system, Lifestyle and behaviour, and social determinants of health (SDOH). What is the strategic approach to, or optimal balance of, investments (e.g., dollars, time, policies) in these 4 categories over the life course that will maximize overall health outcomes and minimize health inequities at the population level?

Essay 2 Question (15%) Submission Deadline: 27th February 2023 at 23:59 (SK time)

Which approaches have the Canadian health system in general, and your provincial/territorial health system in particular, adopted to measure population health outcomes and what are the pros and cons of adopting these approaches? What alternative approaches could they take and how?

Students are required to submit their essays via UR Course platform **within the time frame** provided using **maximum 500 words (excluding references)**. You can use a more reflective “I” perspective in answering the two essay questions. Please note that the question does not count toward the assignment word count. Please use a **word document ONLY** for uploading your assignments into the UR Courses. There is **no preferred referencing style** for these submissions. Each essay will be evaluated based on the following criteria:

1. Quality of discussion and rigor (30 points)

Question is answered thoughtfully. The arguments are supported by evidence referencing to the course materials and content, as well as materials from outside course, rather than simply expressing individual ideas and experiences.

2. Critical analysis (30 points)

The answer demonstrates a strong and accurate understanding of the content using an analytical and critical approach. The student demonstrates skills and ability to critically and creatively answer the question using both explicit knowledge (evidence/literature) and tacit knowledge (personal experience).

3. Personal reflection (25 points)

The student demonstrates a strong ability to conceptualize ideas and link them to real world cases and personal experiences.

4. Mechanics (15 points)

Compliance with the word limit, timely submission, proper citations/referencing, and presentation and writing style (clarity, organization, grammar, syntax, and spelling).

Self-Assessment (10%)

Students are expected to self-assess themselves using the expectations notes they submitted in the first week of the course. In this self-assessment, reflect on your growth and learning during this course and if you have achieved your expectations. Please submit your grade out of 10% along with your reflections and justification for the grade with **maximum of 200 words, between Monday 10th April to Friday 14th April (23:59 pm, SK time)**. Submissions before April 10th and after April 14th are not considered except special circumstances.

Final Assignment (40%)

From the following two policies, please select **ONLY ONE** policy:

- Implementation of a population-based payment method in your provincial/territorial health system
- Adoption and implementation of a population health approach in a hospital in your city or province/territory

Please critically analyze the application and implementation of selected policy in your provincial/territorial health system. The final assignment should be **maximum 2000 words (excluding references)**. Submit your final assignment **between Monday 10th April to Friday 14th April (23:59 pm, SK time)** using the Assignments upload tool in the UR Courses. You will receive your mark and feedback via the same tool. Submissions before April 10th and after April 14th are not considered except special circumstances.

1. **Background (history and context) (5 points):** Provide a brief history and context to the health system in your province/territory
2. **Problem definition (10 points):** What is the problem that the new policy is aiming to address and why does this problem matter? How complex is the problem?
3. **Stakeholder mapping (15 points):** Who (individual or organizations including government and non-government organizations) are affected by and/or have influence/impact on this new policy? What are priorities and interests of each stakeholder group? Are there any champions or agents of change? If, so, who are they?
4. **Stakeholder engagement (10 points):** What are the strategies and processes to meaningfully engage a wide range of stakeholders in the design, implementation, and evaluation of new policy?
5. **Challenges with implementation (20 points):** What are key challenges with the implementation of this new policy and what are the strategies to mitigate those challenges?
6. **Evaluation (15 points):** How do you measure the new policy's progress toward achieving its goals and intended/desired outcomes?
7. **Recommendations (20 points):** What are your recommendations in terms of sustainability and transferability of this new policy?
8. **Conclusion (5 points)**

How to name your assignment documents?

Please use the following format when naming your assignments before you upload them into the UR Courses platform: Last name-assignment name (e.g. Mahani-Final Assignment)

What referencing style to follow?

There is no preferred referencing style for this course. Students are free to choose their preferred referencing style that feel more comfortable with. However, students should maintain consistency in terms of the use of a referencing style throughout their documents.

Do you have question/s or concerns about your mark?

If you have questions or concerns about your mark, please email me and describe your concerns. We can then schedule a zoom meeting, if needed, to discuss about your concerns. The last day to raise any concerns you might have about your mark will be **Friday 21st April 2023**.

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.

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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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.html>ights & 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.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2018-2019/2018-19-UG-Calendar-05b-Academic-Regulations.pdf>