

**The University of North Carolina at Chapel Hill School of Public Health
Public Health Leadership Program**

PUBH 810

Course Syllabus

Population Health: Interprofessional Management in a Changing Healthcare System

Fall 2016

Rachel A. Wilfert, MD, MPH, CPH
Adjunct Assistant Professor, Public Health Leadership Program
Manager, Training & Technical Assistance, NC Institute for Public Health
Gillings School of Global Public Health
University of North Carolina at Chapel Hill
(919)966-4085
rachel.wilfert@unc.edu

Lorraine Alexander, DrPH
Clinical Associate Professor, Epidemiology
Distance Learning Specialist, NC Institute for Public Health
Gillings School of Global Public Health
University of North Carolina at Chapel Hill
(919)966-7423
lorraine_alexander@unc.edu

Along with our interprofessional team of faculty:

Betty Nance-Floyd: Clinical Asst. Professor, UNC School of Nursing
Nicki Pinelli: Clinical Asst. Professor, UNC Eshelman School of Pharmacy
Beat Steiner: Assistant Dean for Clinical Education, UNC School of Medicine
Lisa de Saxe Zerden: Associate Dean for Academic Affairs, UNC School of Social Work
Meg Zomorodi: Clinical Associate Professor, UNC School of Nursing

NOTE: *Faculty reserve the right to amend the contents of this syllabus. Students will be advised of any changes in a timely manner. This syllabus may not be reproduced without the permission of the Course Coordinator and the Program Director.*

Course Title: Population Health: Interprofessional Management in a Changing Healthcare System

Short Title: Pop. Health in Health Care

Semester: Fall

Credit: 3 credits

Prerequisites: Admission to the School of Public Health graduate program; Graduate students in any of the Health Affairs Schools with permission of the instructor

Schedule, Location: Tuesdays, 6-8 pm, Location TBD

Course Faculty: Rachel Wilfert, MD, MPH, Lorraine Alexander, DrPH,

SHORT COURSE DESCRIPTION. This interprofessional course focuses on preparing health professionals with the foundational skills needed to work in teams to effectively collaborate and coordinate care in population health management.

COURSE DESCRIPTION. This interprofessional course focuses on preparing health professionals with the foundational skills needed to work in teams to effectively collaborate and coordinate care in population health management. Special emphasis will be on identification and stratification of populations at risk; evidence-based care, care coordination, patient and community engagement, and data analytics and reporting of outcomes. Key themes of interprofessional communication, collaboration, leadership, and professionalism will be ingrained throughout content. National standards and initiatives form the foundation to the course.

COURSE OBJECTIVES. By completion of the course students will be able to:

1. Articulate one's own role in the health care system as a healthcare professional, team member, and leader.
2. Examine complexities and challenges in the healthcare environment as they relate to interprofessional management and population health including: public health, health care reform, and the impact on ambulatory care.
3. Evaluate survey tools and data analytics that can assist the interprofessional team in risk identification and stratification of health care.
4. Analyze the impact of costs on population health as it relates to value-based care, healthcare reform, and reimbursement.
5. Summarize care coordination from the patient, individual health professional, healthcare team, and healthcare system perspective.

- Evaluate the importance of evidence-based care planning for the interprofessional healthcare team and its impact on costs, quality, and care coordination.

GRADING SCALE. A total of 100 points is possible for this course, based on the sum of each weighted assignment, noted below. Final grades will be based on the following scale:

H	94 – 100
P	80 – 93
L	70 – 79
F	Below 70

EMAIL ADDRESSES. The University requires that students use their UNC email addresses as their “official email address” registered with the University. No other email address will be used to communicate with students. Students must regularly check their official UNC email address to ensure receipt of all course, professional school and University communications.

REQUIRED TEXTS. No text will be used in this course. Readings will be assigned from serial publications, books, and other sources. Readings will be made available on the Sakai course site. Course faculty and students will identify guided readings that are relevant to student’s areas of foci. A sample list of readings is provided at the end of this syllabus.

TEACHING METHODS. This class will use a “hybrid” format by meeting face-to-face at least monthly. The remainder of the class will be conducted online. This course will be taught using multiple methods, including seminar, independent readings, case studies, written assignments and peer learning. A combination of observational, reflective, analytic, and communication experiences will be used. Theories from multiple disciplines (e.g., nursing, social work, medicine, pharmacy, and public health) will be used to inform students’ work.

Students will engage with faculty and students from multiple disciplines in order to understand varied perspectives and experiences of health and healthcare. Students will focus on appreciating and understanding the challenges, issues, and opportunities for improving practice and delivery of healthcare services from a population perspective utilizing and interprofessional approach.

EXPECTATIONS OF STUDENTS: Students are expected to attend all classroom experiences except when ill. Students are expected to come prepared to class by having completed assigned readings and to participate actively in class discussions.

EXPECTATIONS OF FACULTY: Course faculty will be available in person and by email. Course faculty will respond to emails within 24-48 hours unless it is a weekend or holiday. We will respond to emails sent on weekends and holidays at the start of the next work week.

STUDENT EVALUATION OF COURSE AND FACULTY. Students are expected to complete the course and faculty evaluations that are made available throughout the semester. There will be a mid-semester check-in point for feedback about how the course is going, and issues or concerns that you would like to share. However, students should contact faculty at any time with suggestions, issues, or concerns about this course. A suggestion box will be available to you in Sakai for the purpose of providing feedback about any aspect of this course at any time. There is also a 'nuggets' thread on Sakai that will allow you to share any resources.

Students may also participate in the University's online course evaluation system, enabled at the end of each semester by Digital Measures. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment

COMMUNICATION. At the graduate level the expectation is that you will seek feedback and consultation to facilitate your progress through the course. We are available via email and by appointment to assist you with course work. Keep in mind that assistance includes informal discussions of what you are learning. We need to hear from you regularly as you are learning and it is especially important if you are struggling with a particular concept, idea, or tool. The following guidelines should facilitate our communications:

- We will use the "Announcements" feature in Sakai for "broadcasting" messages intended for everyone. Please check for new announcements on a regular basis and whenever you log in to Sakai.
- Please use the Q & A area of the Class Discussion Board feature to ask *general questions*. This way, everyone will have the benefit of the question and response.
- We will use e-mail communications to carry out some course activities. Please also check your e-mail frequently. REMINDER: All email communications must use your UNC email address.
- Course faculty will respond to emails within 24-48 hours unless it is a weekend or holiday. We will respond to emails sent on weekends and holidays at the start of the next work week.
- **This is important:** On all email correspondence, **please use the subject line** to indicate the topic of your messages to faculty. Because of the threat of email viruses and the great volume of SPAM received, faculty may not open email messages that do not appear relevant. Also, many unlabeled emails end up in the spam trap. Please use the "subject line" to ensure a response from faculty.
- Telephone communication is also available but responses may be slower than email.
- In case of an emergency, please use the most appropriate and convenient method of communication to alert faculty as soon as possible.

HONOR CODE. The Honor Code and the Campus Code (<http://honor.unc.edu>), embodying the ideals of academic honesty, integrity, and responsible citizenship, have for over 100 years governed the performance of all academic work and student conduct at the University.

Acceptance by a student of enrollment in the University presupposes a commitment to the principles embodied in these codes and a respect for this most significant University tradition. Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (telephone: 919-966-4084) or the Office of the Dean of Students (telephone: 919-966-4042). For additional information about the honor code, please also refer to the University website. The Information for Students and Plagiarism sections are especially helpful.

Any student who submits the identical or nearly identical assignment (paper, project or other assignment) to 2 or more courses will be considered as having violated the Honor Code. It is crucial to remember that you must also give credit for ideas that are not your own, whether or not those ideas have been written down somewhere. If your classmate comes up with a brilliant example and you use it in your paper, then you must cite him or her accordingly. Each student should know the Honor Code and take it seriously.

DISABILITY SERVICES. If you have a disability that requires an accommodation in this class, you need to communicate those needs to the Department of Disability Services (<http://disabilityservices.unc.edu>) (962-8300) or Learning Disability Services (962-7227) (<http://www.unc.edu/depts/lds>).

ACADEMIC POLICIES. The Academic Policies are designed to be minimal standards for the rights and responsibilities of students and faculty. Students are encouraged to review the University and applicable professional school policies on a continuing basis throughout their program of study.

ACADEMIC DIFFICULTIES. Each student is expected and encouraged to please contact faculty if you are having academic difficulties related to this course. Please do not struggle alone---We are here to help!

CITATION STYLE and WRITTEN ASSIGNMENTS. for written assignments please select a citation style (e.g., APA, AMA, etc.) and apply it consistently for formatting the final assignment and any citations used for this course. The UNC Health Sciences Library has resources and tutorials on managing citations.

RELIGIOUS OBSERVANCES. The University recognizes and respects that many religions have days of the year and celebrations they honor. In order to assure reasonable accommodations and appropriate alternative assignments, when a student in a non-clinical course needs to miss classes, exams, and/or written assignments due to the observance of a religious holiday, he/she must notify the course coordinator in writing about the conflict at least three weeks before the beginning of the religious observance.

CLINICAL REGULATIONS AND COMPLIANCE POLICIES.

Students must maintain full compliance with all health, safety, and legal requirements throughout their tenure with their individual professional school as detailed in student compliance policies. Student compliance is expected regardless of the type of course(s) taken in a particular academic term. *Failure to attain or maintain compliance with a School's policy may result in the student being disenrolled.*

Other Important Policies:

- Professional Attire (http://nursing.unc.edu/current/handbook/hs_attaire.html)
- Travel Regulations (<http://nursing.unc.edu/current/handbook/travel.html>)
- Inclement Weather Policy (<http://nursing.unc.edu/curent/handbook/weather.html>)

COURSE EVALUATION. Students and faculty will complete mid-semester and final performance evaluations. There will be a written and face-to-face component of these evaluations to assess student learning, applicability of material and feedback during the pilot structure of this course.

CONTENT OUTLINE:

Module 1: What is Population Health (Weeks 1-4)

- Define population health
- Discuss the most relevant driving forces for population health.
- Describe how the Affordable Care Act serves as an intervention for population health.
- Define and cite examples of different types of patient care delivery models.
- Compare and contrast different interprofessional team member's roles in population health.

Module 2: Quality in Healthcare (Weeks 5-8)

- Define quality and its relationship with healthcare delivery.
- Identify common dashboards, metrics, and registries used in the quality improvement process.
- Distinguish between QI processes (LEAN, Six Sigma, Dartmouth etc.) where waste can be reduced and expenses can be minimized.

Module 3: Needs Assessment (Week 9)

- Define the steps in the needs assessment process in order to prioritize issues and refine action steps.
- Identify the most relevant and impactful stakeholders for a given health issue in the population.
- Develop aims to guide process improvement strategies.
- Understand the difference between flowcharts and fishbone diagrams.

Module 4: Care Coordination (Week 10)

- Define care coordination
- Summarize the 9 major steps involved in the pre-visit care coordination planning process.
- Identify key roles, responsibilities, and competencies of high-functioning interprofessional care coordination teams.
- Describe how the use of electronic health records (EHR) and health information technology (HIT) can enable effective care coordination

Module 5: Patient and Community Engagement (Weeks 11-13)

- Describe the importance of patient and community engagement in population health
- Explain the impact of patient activation and shared decision making on health outcomes
- Identify the key concepts of motivational interviewing in patient engagement
- Describe how patient engagement can inform development of care
- Discuss strategies to engage patients and their communities

Module 6: Cost and Risk Assessment (Week 14)

- Understand risks and trends of governmental and non-governmental payors and the impact on the healthcare provider
- Describe RAS (risk assessment scores)
- Explain the role of registries and survey tools for population health
- Understand the impact of cost savings on the individual (patient) and health care system

REQUIRED LEARNING ACTIVITIES/ASSIGNMENTS:

1. **Module Completion (25%).** Completion of modules are key to success in this course. Students must complete modules in their entirety, including all readings, virtual exchanges, and quizzes.
2. **Class/Seminar Participation (25%).** The purpose of this requirement is to promote learning and foster excellence in our shared learning community. Your participation will be evaluated based upon ***active engagement in teamwork*** (e.g., *completing team activities, being punctual in completing team activities, and meeting agreed upon team assignment deadlines*), class discussions, ***synthesis and analysis*** of class readings, ***integration and application*** of class content, thoughtful and constructive ***interactions*** with peers, and ultimately, your ***overall contributions*** to the learning and quality of the class. Participation involves a critical review, analysis, and synthesis of the readings and cases, thoughtful deliberation, evaluation and critique of content, application of content to real and new healthcare situations, and recommendations and reactions to course materials.
3. **Discussion Forums (25%).** Because this class does not meet face-to-face every week, discussion forums are used to facilitate student-to-student and student-to-faculty interactions.

Discussion forums have the advantages of enhancing student experiences with virtual discussions and communications, providing experiences to strengthen writing skills, and engaging all members of a team.

Students work in teams on discussion forum activities. On the first class day, the class will be divided into small interprofessional working teams. Teams will serve as the primary workgroup for addressing and completing discussion forum activities.

Participation grades are determined by the overall **quality and consistency – not quantity** -- of your contributions. Superfluous comments, those that do not fit with the flow, or those with minimal substance will not improve your grade. Neither will dominating the discussion or showing disrespect for others. No consideration will be given for participation in the discussion forum if a posting occurs outside of this time period. **Students are strongly encouraged to post early in the week to initiate the discussion, respond to issues raised by other team members, and to allow others an opportunity to respond to your comments.**

4. **Reflection Paper (25%)**. Students will complete a reflection paper as the final assignment in this course. The WHO (2010) defines interprofessional education as ‘learning from, learning about, and learning with’ other professions. Students will reflect on this definition and describe how their learning has evolved (i.e., how their viewpoints may or may not have changed). This is meant to be a reflection of personal growth and learning about the interprofessional skills necessary to work effectively to coordinate care in order to improve population health. A rubric for this assignment can be found under the assignments tab in Sakai. 4 pages. APA format is encouraged but students may use another style.

EXAMPLE READINGS.

Earnest, M. & Brandt, B. (2014). Aligning practice redesign and interprofessional education to advance triple aim outcomes. *Journal of Interprofessional Care*, 28(6) 497-500.

Institute for Health Technology Transformation. (2012). Population health management: A roadmap for provider based automation in a new era of Healthcare. Accessed at:

<http://ihealthtran.com/pdf/PHMReport.pdf>

Nash, D.B. The Population Health Mandate: a Broader Approach to Care Delivery. Boardroom Press Special Edition, 2012. Accessed at:

http://www.populationhealthcolloquium.com/readings/Pop_Health_Mandate_NASH_2012.pdf.