

*The University of North Carolina at Chapel Hill School of Nursing*

**NURS 790i/SOWO 790/PUBH 810**

Course Syllabus

Population Health: Interprofessional Management in a Changing Healthcare System

**Fall 2017**

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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:** Interprofessional Population Health

**Semester:** Fall

**Credit:** 3 credits

**Prerequisites:** Graduate students in any of the Health Affairs Schools with permission of the instructor

**Schedule, Location:** See dates on Sakai, Carrington Room 217 (School of Nursing)

**Course Faculty:** Meg Zomorodi, PhD, RN, CNL; Lisa de Saxe Zerden, PhD, MSW  
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**SHORT COURSE DESCRIPTION.** This interprofessional course focuses on preparing healthcare professionals with the foundational skills needed to work in teams to effectively collaborate and coordinate care in population health.

**COURSE DESCRIPTION.** This interprofessional course focuses on preparing healthcare 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 planning, care coordination and patient engagement, and data analytics and reporting of outcomes. Key themes focused on 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.
6. 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 above. 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 (School of Nursing and School of Social Work) and University communications.

**REQUIRED TEXTS.** No text will be used in this course. Readings will be assigned from serial publications and books. Readings will be made available on the course Sakai. 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, and written assignments. A combination of observational, reflective, analytic, and communication experiences will be used. Theories from multiple disciplines (e.g., nursing, social work, medicine, pharmacy, dentistry, allied health, and public health) will be used to inform students’ work.

Students will have continual interactions with diverse members of the healthcare team in order to understand each perspective, and their 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.

**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. We will ask you at mid-semester for feedback about how the course is going, and issues or concerns that you would like to share with us. However, students should contact their coordinating 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 to share any resources you encounter.

**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.
- **All email communications must use your UNC email address: *The University requires that students use their UNC email addresses as their “official email address”.* No other email address should be used to communicate with course faculty. Students should regularly check their official UNC email address to ensure receipt of all course, School of Nursing and University communications.**
- 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 in the SON, 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.** (<http://accessibility.unc.edu/>)

*For nursing students:* If you have a disability (<https://sonportal.unc.edu/current-students/student-handbook/disability-statement/>) that requires an accommodation in this class, you need to communicate those needs to the Department of Accessibility Resources & Services (919-962-8300) or The Learning Center (919-962-3782) (<http://learningcenter.unc.edu/>).

**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 these policies on a continuing basis throughout their program of study as found in the School of Nursing Student Handbook (<http://nursing.unc.edu/current/handbook/index.html>) The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document title page: "I have neither given nor received any unauthorized assistance on this assignment." Sign and date it. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the University.

**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!

**APA and WRITTEN ASSIGNMENTS.** APA style will be used to format the final assignment and any citations used for this course. The best reference is the Publication Manual of the American Psychological Association, Sixth Edition (2009) that is available at most bookstores. The following web sites provide additional information: <http://juno.concordia.ca/help/howto/apa.php> (general information about documentation using APA style). By not abiding by APA formatting you will receive deductions on your assignments throughout the program.

**EXCUSED ABSENCES FOR RELIGIOUS REASONS.** Students are authorized up to two excused absences each academic year for religious observances required by their faith. Students who wish to request more than two excused absences in an academic year for religious observances required by their faith will need to contact their course instructors and request the additional absence, which will only be granted with the course instructor's permission. Primary holy days for religious observance are noted on a Web-based [interfaith calendar](#).

Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in advance of the date requested or as soon as possible if the date occurs

within the first two weeks of the semester. This policy also applies to students who have an excused absence for a religious observance during the summer.

Students must be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Make-up tests may entail an alternative examination, or other accommodation which allows the student not to be penalized for an excused absence for a religious observance.

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

**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?**

**Module 2: Quality Care**

**Module 3: Needs Assessment**

**Module 4: Care Coordination**

**Module 5: Patient and Family Engagement**

**Module 6: Cost and Risks**

### **REQUIRED LEARNING ACTIVITIES/ASSIGNMENTS:**

1. **Module Completion, including discussion forums (50%).** Completion of modules are key to success in this course. Students must complete modules in their entirety, including all readings, virtual exchanges, and quizzes.

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 day of class, 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. Module and discussion forum due dates are posted in the topical outline.**

2. **Class/Seminar Participation (10%)**. 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. **Group Summary (15%)**. During each face to face class session, teams will work on unfolding case studies. As a group, the team will reach consensus and share their discussions as part of class participation. A summary of the groups work will be posted on Sakai, under the group forums. **Due dates for this activity are posted on the topical outline.**
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 or rural health. A rubric for this assignment can be found under the assignments tab in Sakai. 5 pages. APA format is required.