

Business C722
Management of Population Health
 Winter 2021 Course Outline
Health Policy and Management Area
 DeGroote School of Business
 McMaster University

COURSE OBJECTIVE

DeGroote's MBA specialization in Health Services Management (HSM) is the only one of its kind in Canada. A foundation course for any programme in health studies is a course on population health. Management of population health is a powerful strategy that should be utilized by all future managers and leaders of public and private health care.

The Management of Population Health takes a meta-approach to health issues focusing on strategies to improve health while managing expenditures. The first half of the course covers common concepts in population health including: analytical approaches, data sources, socio-economic factors, and vectors of disease. The second half of the course focuses on population health strategies and implementation options. The management of population health puts into context the day-to-day challenges that face healthcare managers and leaders today, and offers a variety of solutions and strategies to the challenges facing the health of populations.

INSTRUCTOR AND CONTACT INFORMATION

Mon 11:30- 2:30pm

Instructor
Dr. Christopher J. Longo
 e-mail: cjlongo@mcmaster.ca
 Office: 422
 Office Hours: Monday
 2:30 pm- 4:00pm
 Tel: (905) 525-9140 x23896
 Class Location: **Virtual**

Admin. Assistant DSB
Jane-Ann Best
bestj1@mcmaster.ca
 Office: DSB 203
 Office Hours: 8:30 – 4:30
 Tel: (905) 525-9140 x 24436
<http://www.degroote.mcmaster.ca>

Admin. Assistant RJC
Kerry Donovan
donovak@mcmaster.ca
 Office: RJC 230
 Office Hours: 8:30 – 4:30
 Tel: (905) 525-9140 x20514

Course Website: <http://www.degroote.mcmaster.ca>

COURSE ELEMENTS

Credit Value:	3	Leadership:	Yes	IT skills:	No	Global view:	Yes
Avenue:	Yes	Ethics:	No	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	No	Guest speaker(s):	Yes

COURSE DESCRIPTION

This course will be taught using lectures, guest speakers, discussions, media critiques, virtual lectures (minimum of one), research projects and presentations. Lectures will not attempt to cover all the possible materials, but will provide a starting place for class discussion. Some of the class time will be used to engage in activities designed to illustrate certain topics and issues and to provide a basis for their discussion. The student research project is a critical appraisal of existing research as a means to formulate public policy or corporate strategy.

LEARNING OUTCOMES

Upon completion of this course, students will understand and/or be able to apply the following concepts:

the determinants and correlates of the health of different populations, defining and targeting populations, contagions and public health, the congruence between evidence and policy, primary prevention, and critical appraisal.

REQUIRED COURSE MATERIALS AND READINGS

Avenue registration for course content, readings and case materials

- <http://Avenue.mcmaster.ca>

\$ FREE

Courseware

- purchase a copy from the bookstore (e-copy or print)

Approx. \$16

Web based readings

\$FREE

OPTIONAL COURSE MATERIALS AND READINGS

Lalonde Report

website <http://www.hc-sc.gc.ca/hcs-sss/com/fed/lalonde-eng.php>

\$ FREE

EVALUATION

Learning in this course results to a large degree from in-class discussion and participation of comprehensive health determinants lectures and cases as well as out-of-class analysis. The balance of the learning results from related readings, and from researching your presentations, and projects. Work will be evaluated on both an individual and group basis. In group work members will share the same grade adjusted by peer evaluation. Your final grade will be calculated as follows:

Components and Weights

Class Participation	15%
Newspaper articles (2x10%)	20%
Discussion (on-line)	10%
Presentation	15%
Term Project	40%
Total	100%

Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	75 - 79
B	70 - 74
B-	60 - 69
F	00 - 59

Communication and Feedback

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://www.degroote.mcmaster.ca/curr/emailchairs.aspx>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

Newspaper/Journal articles – In class presentation

In classes on week 3 (**January 25**) and 8 (**March 8**), students will be required to bring to class current newspaper/journal articles which relate to the management of population health and be

prepared to lead the class in a discussion of them. These presentations are worth **10% each** for a **total of 20%** of your final grade and will be marked individually. Details on expectations for these reports will be supplied in class on or before week 2 (**Jan 18**). Depending on class size we may elect to have one oral and one written presentation. Written & presentations due at 11:30am.

Team Project – Presentation

You will be required to present your findings to the class. Your presentation should summarize your report and findings, including appropriate yet **brief** introductory comments necessary to frame properly your presentation. Your presentation comprises **15%** of your final grade; you will be allowed approximately 30-50 minutes to present your report including time for questions and answers (length of presentation may vary depending on the class size).

Try to emphasize three key elements (critical appraisal of literature, congruence with existing policy, recommendations with implementation plan) in your report.

Team Project – Written report

There is team project that is worth **40%** of your final grade. Teams will be required to:

- Identify a health problem
- **Critically appraise** the literature that links determinants/correlates with this problem
- Apply relevant conceptual frameworks from this course to this problem considering their strengths and limitations in doing so
- Outline any interactions or dynamics you discover
- Analyze the extent of congruence between existing public policies or corporate strategies related to the problem
- Make appropriate recommendations; specify the amount, source and use of funds required; and formulate an implementation plan

A one page outline is required on **February 22nd 11:30am** that provides the following information: group members, the topic, the cohort examined, and the region being considered.

Your written research project is due the last day of this course at 11:59pm.

Participation

Name cards and class pictures may be used to help give credit for your participation (**15%** of grade). You must have a name card with your **full first and last name** clearly written and displayed in front of you for every class. A photograph of the class may be taken during class. This photograph will be used by the instructor to evaluate your participation. Therefore, once the photograph is taken, you **MUST** always attend that section of this course.

Instructors will feel free to **cold-call** on anyone at any time. Hence, it is imperative that you prepare for each and every class and reading. In general, contributions are evaluated in an ascending order from physically but not mentally present, to good chip shots, to quite substantial comments, to case cracking contributions. Debate and challenge are important activities that help in the learning process and the willingness of individuals to engage in such activities with their classmates is appreciated. However, using **air-time** involves an obligation to actually

contribute. None of us has time for recitation of case facts, bland summaries of prior discussion, and so on, that are devoid of implications. Before you speak, always answer the question **so-what?** Participation will **NOT** be graded by counting each contribution a student makes. Participation will be graded by examining the quality of contributions in each class.

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

ACADEMIC DISHONESTY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ON-LINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

A student who misses a final examination without good reason will receive a mark of 0 on the examination.

All applications for deferred and special examination arrangements must be made to the Student Experience – Academic (MBA) office. Failure to meet the stated deadlines may result in the denial of these arrangements. Deferred examination privileges, if granted, must be satisfied

during the examination period at the end of the following term. There will be one common sitting for all deferred exams.

Failure to write an approved deferred examination at the pre-scheduled time will result in a failure for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript. Students receiving no credit for a required course must repeat the course. Optional or elective courses for which no credit is given may be repeated or replaced with another course of equal credit value.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Any student who is unable to write a final examination because of illness is required to submit the Application for Deferred MBA Final Examination and a statement from a doctor certifying illness on the date of the examination. The Application for Deferred MBA Final Examination and the McMaster University Student Health Certificate can be found on the DeGroote website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. Students who write examinations while ill will not be given special consideration after the fact.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within five business days of the missed examination.

Special examination arrangements may be made for students unable to write at the posted exam time due to compelling reasons (for example religious, or for part-time students only, work-related reasons):

- Students who have religious obligations which make it impossible to write examinations at the times posted are required to produce a letter from their religious leader stating that they are unable to be present owing to a religious obligation.
- Part-time students who have business commitments which make it impossible to write examinations at the times posted are required to produce a letter on company letterhead from the student's immediate supervisor stating that they are unable to be present owing to a specific job commitment.

In such cases, applications must be made in writing to the Student Experience – Academic (MBA) office at least ten business days before the scheduled examination date and acceptable documentation must be supplied.

If a student is representing the University at an academic or athletic event and is available at an overlapping scheduled time of the test/examination, the student may write the test/examination at an approved location with an approved invigilator, as determined by the Student Experience – Academic (MBA) office.

In such cases, the request for a deferred examination privilege must be made in writing to the Student Experience – Academic (MBA) office within ten business days of the end of the examination period.

Note: A fee of \$50 will be charged for a deferred exam written on campus and a fee of \$100 for deferred exams written elsewhere. In cases where the student's standing is in doubt, the Graduate Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is: <http://sas.mcmaster.ca>

RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

WEBSITES OF INTEREST

Lalonde report (1974) – Considered a landmark report on population health, funded by the Federal Ministry of Health.

website <http://www.hc-sc.gc.ca/hcs-sss/com/fed/lalonde-eng.php>

Canadian Institute of Advanced Research (CIAR) – “The Canadian Institute for Advanced Research (CIAR) has been fuelling Canada’s knowledge base for over two decades, allowing Canada to think ahead, not follow the rest of the world in the development of new technologies and insights”. A number of population health based research papers and presentations are available on this website.

Website: <http://www.ciar.ca>

Canadian Public Health Association (CPHA) – The Canadian Public Health Association (CPHA) is a national, independent, not-for-profit, voluntary association representing public health in Canada with links to the international public health community. CPHA's members believe in universal and equitable access to the basic conditions which are necessary to achieve health for all Canadians.

Website: <http://www.cpha.ca/en/default.aspx>

Public Health Agency of Canada (PHAC) - Their mission is to promote and protect the health of Canadians through leadership, partnership, innovation and action in public health. Their mandate is to: Promote health; Prevent and control chronic diseases and injuries; Prevent and control infectious diseases; Prepare for and respond to public health emergencies; Serve as a central point for sharing Canada’s expertise with the rest of the world; Apply international research and development to Canada’s public health programs; and Strengthen intergovernmental collaboration on public health and facilitate national approaches to public health policy and planning.

Website: http://www.phac-aspc.gc.ca/about_apropos/index-eng.php

COURSE SCHEDULE

C722
Management of Population Health
Winter 2021 Course Schedule

WEEK	DATE	ASSIGNMENT/LECTURE
1	Mon Jan 11	Discuss course outline, and projects Lecture: Introduction to population health Reading: Courseware Optional: Lalonde Report (1974)
2	Mon Jan 18	Lecture: Critical appraisal of evidence Readings: Courseware
3	Mon Jan 25	<i>Media analysis – In class presentations worth 10% of final grade. (Note: All media analyses are due at the start of class via A2L)</i>
4	Mon Feb 1	Lecture: Health indicators and data sources Reading: Courseware
5	Mon Feb 8	Lecture: Social determinants of health Reading: Courseware
	Mon Feb 15	READING WEEK (Feb 15-19)
6	Mon Feb 22	Lecture: Communicable disease control Reading: Courseware Discussion: The case of COVID (Zika virus if time permits) OUTLINE for PROJECT TODAY

7	Mon Mar 1	Lecture: Strategies for population health management Reading: Courseware, and possible guest speaker
8	Mon Mar 8	<i>Media analysis – In class presentations worth 10% of final grade. (Note: All media analyses are due at the start of class via A2L)</i>
9	Mon Mar 15	Lecture: Integrating and implementing population health management strategies Readings: Courseware, and possible guest speaker
10	Mon Mar 22	Project work and feedback
11	Mon Mar 29	Discussion due today via A2L (10% of final grade) Lecture: Social Policy Readings: Courseware
12	Mon Apr 5	Course Evaluations Presentations (15% of final grade)
13	Mon Apr 12	Presentations (15% of final grade) <i>Papers due today (40% of final grade)</i>