

Course Number: IBC 611

Course Title: Population-Based Health Management

Credits: 3 credit hours

Pre-requisites: Graduate student (degree-seeking or non-degree seeking). Non-DBH students should contact the instructor for permission to enroll

Faculty:

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Office hours: arranged via e-mail, weekly availability.

Catalog Description:

This course provides an overview of population-based approaches in the context of integrated healthcare. The course includes the concept of populations; descriptions and definitions of health and disease; measurement of health (measures, morbidity, mortality and health); designs for studying the health of populations and standardization of population health measures. Population-based management includes definitions of medical management; planning health care for populations and population health outcomes; quality of care and economic analysis of population-based interventions; adjunctive treatments as a core component of population-based interventions. Advanced applications of population-based behavioral interventions with a focus on design, measures, analysis, cost and cost savings, and return on investment. The course includes a discussion of current approaches, includes predictive modeling methods for defining populations; interventions focusing on stepped-care approaches; engagement strategies, interventions, measurement, and follow-up.

Course Overview:

The course will present an overview of the field of population health management. The course places a major emphasis on the design and development of population-based health management programs (sometimes called disease management programs) in integrated health care settings. The student will have an opportunity to see how the major health insurance carriers and health care providers identify the characteristics of their members (patients), project the utilization of health care services, assess risk, estimate costs, set rates, define benefits and exclusions, and manage the care that members receive. Students will be required to design a population health management intervention designed for implementation in a primary care or related setting.

Learning Outcomes:

Upon successful completion of this course students will be able to:

Course Learning Objectives		SLOs
1	Create a population-based integrated health management program employing the basic concepts of epidemiology for an integrated health setting.	CO1, CO3, CO8

2	Consider specific evidence-based strategies and interventions for multiple aspects of population health management, including disease management, employment wellness programs, and screening and assessment for disease which meets the population health management component of the triple aim.	CO1, CO6, CO7
3	Hypothesize the use of HIT for a specific PHM program.	M10, M11
4	Critically evaluate population health management research studies.	CO6, MO4
5	Create a proposal for a population health management project (inclusive of health assessments, outcomes measures, evidence-based treatments, and ROI).	CO3, CO4
6	Assess the role of population health management in health care reform, as employed by the primary care medical home(s), and accountable care organization(s).	CO1

Methods of Instruction:

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <http://my.asu.edu> [Links to an external site.](#) or <http://myasucourses.asu.edu> [Links to an external site.](#)

Activities in this course include discussion, presentations; textbook and supplemental readings; video recordings and lectures; individual and group activities; case scenarios and other assignments as described below.

Weekly Webinar:

Students are responsible for all material and viewing of each weekly webinar. Weekly webinars are scheduled in Arizona time.

Methods of Evaluation:

This course is based on 100 points. The distribution of assignments for this class is as follows:

Assignment	Number in Course	Total Course Value
Syllabus Quiz	1	1
Yellowdig Discussion	6	18
Written Assignments	2	50
Group Activity	1	16
Learning Assessments	3	15
Total		100

Grading Policy:

The 100 points will be translated to a grade using the breakdown listed below. The breakdown is to be followed utilizing standard rounding procedures.

A \geq 90%

B \geq 80%

C \geq 70%

D \geq 60%

E < 60%

Summary of Assignments

Yellowdig Discussions (Modules 1 – 6, 1000 Yellowdig points per module = 4 CANVAS points per module. Total 6,000 Yellowdig points = total 18 CANVAS points)

We use Yellowdig, an social media platform designed for higher education, for weekly online discussion in this class. Yellowdig is a tool you can share your thoughts on entrepreneurship strategies and techniques, research and analysis for your business plan and social media marketing assignments. Each week a topic of discussion is posted to initiate online discussion. You can share articles, websites, short, recorded video clips, and YouTube clips that relate to the discussion for the week. Each week a topic of discussion is posted to initiate online discussion.

You will have a Yellowdig prompt in Modules 1-6. You earn points through engagement - Be sure to participate early and often to keep up on the conversations with your peers. The total maximum Yellowdig points you can receive in each module is 1000 points. This converts to 3 points per module (each week) for a total of 18 points on this assignment (for the entire course). Each Yellowdig discussion starts on Monday at 12 am AZ and ends on Sunday at 11:59 PM AZ time.

Learning Assessments (3, each worth 5 points, for a total of 15 points)

There are 3 Learning Assessments in this course. Each is worth 5 points and contains 5 questions in the format of True-False, multiple choice, or matching. The questions are based on textbook readings, other readings, and course webinar and recorded micro-lectures. The Learning Assessment will not be published (made viewable to students) until the week that it is due. Each Learning Assessment allows only one attempt and has a 120 minute time limit. It is highly recommended that you complete the assessment in one sitting, do not try to save your work, log out and return.

WRITTEN ASSIGNMENT 1. Population Health Management (PHM) Proposal (25 POINTS)

In this assignment you will complete a proposal for an integrated healthcare population health management program. This includes the following sections (See CANVAS instructions for full details).

Problem Description

Available Knowledge (presented in a literature review)

Rationale

Population Identification and stratification

AIMS Statement

WRITTEN ASSIGNMENT 2. PHM Intervention and Expected Outcomes (25 POINTS)

Based on your Assignment 1 PHM proposal, describe the intervention for a population health management program to be conducted in an applied setting (e.g., primary care, hospital, emergency department, managed care company, employee wellness program). The following sections are required (See CANVAS instructions for full details).

Intervention

Patient Engagement

Participation

Expected Clinical Outcomes

Expected Cost Outcomes

Discussion

ASSIGNMENT 3. Zoom/PowerPoint Pitch of your PHM program

In this assignment you will and make a Zoom and PowerPoint pitch of your PHM program. This is designed as a brief “elevator” speech presentation (See CANVAS instructions for full details).

Assigned Readings:

Each module there will be assigned readings from the literature and/or the textbook. Please refer to the relevant module in the course shell to access these reading assignments.

Required Textbook(s):

The following textbooks are required for the course:

Hewitt, A. (2024). *Population health: practical skills for future health professionals (first edition)*. San Diego: Cognella.

<https://titles.cognella.com/population-health-9781793578105#>

<https://www.amazon.com/Population-Health-Practical-Skills-Professionals/dp/1793578109>

Lewis, A. (2012) *Why nobody believes the numbers: distinguishing fact from fiction in population health management*. New Jersey: Wiley. https://www.amazon.com/Why-Nobody-Believes-Numbers-Distinguishing/dp/1118313186/ref=sr_1_1?crid=183HQ9LB3NF47&keywords=why+nobody+believes+the+numbers&qid=1571171402&srefix=why+nob%2Caps%2C358&sr=8-1 (Links to an external site.)

Optional Textbook(s):

Bonita, R. Beaglehole, R. Kjellstrom T. (2006). *Basic Epidemiology* (2nd Ed.). World Health Organization. **Available as free download:** http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf (Links to an external site.)

Kaplan, R. M. (2019). *More than medicine: The broken promise of American health*. Harvard University Press. Available Amazon: https://www.amazon.com/More-than-Medicine-Promise-American/dp/0674975901/ref=sr_1_2?dchild=1&keywords=more+than+medicine&qid=1633358217&sr=8-2#customerReviews

Kaplan, R. (2009) *Disease, Diagnoses, and Dollars: Facing the Ever-Expanding Market for Medical Care*. New York: Springer Science & Business Media
Available at Amazon: http://www.amazon.com/Disease-Diagnoses-Dollars-Ever-Expanding-Medical/dp/0387740449/ref=sr_1_1?ie=UTF8&qid=1406676890&sr=8-1&keywords=disease+diagnoses+and+dollars+kaplan (Links to an external site.)

Course Access

Your ASU courses can be accessed by both my.asu.edu (Links to an external site.) (Links to an external site.) and asu.instructure.com (Links to an external site.); bookmark both in the event that one site is down.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome](#)(Links to an external site.) (Links to an external site.), [Mozilla Firefox](#) (Links to an external site.) (Links to an external site.), or [Safari](#) (Links to an external site.) (Links to an external site.))

- [Adobe Acrobat Reader](#)(Links to an external site.) (Links to an external site.) (free)
- [Adobe Flash Player](#)(Links to an external site.) (Links to an external site.) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#)(Links to an external site.)Links to an external site. for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#)(Links to an external site.)Links to an external site.

Help

For technical assistance 24 hours a day, 7 days a week, contact the University Technology Office's Help Desk at 480-965-6500 or helpdesk@asu.edu.

Course Procedures

This is an online course, each week you are asked to:

1. Read course announcements at the course website daily.
2. Read all course e-mail messages daily. Promptly respond to emails from faculty and group members.
3. Complete any pre-class preparation assignments and readings.
4. Complete selected online discussion board assignments early in the week and return to the discussion boards throughout the week to view and respond to messages posted by faculty and other students.

Attendance/Participation

Preparation for class means reading the assigned content and reviewing all information required for that week. Students hold the responsibility for completing all class content.

Class *participation* means knowledge of assignments and pertinent class contributions through course assignments and providing substantive postings on the discussion forums. If students do not participate in online class activities, they will not earn the full amount of points.

Attendance refers to students participating in the weekly webinar when possible. If unable to attend in person, students are responsible for viewing the recorded webinar prior to the next week. Students will be held accountable for the content of the webinars.

Weekly Webinar

Students are responsible for all material and viewing of each weekly webinar. Weekly webinars are scheduled in Arizona time.

Weekly Topic and Course Schedule

For the specific requirements of assignments, please see the items in the course shell in Blackboard as well. You can access topics, assignments, and due dates in the section labeled 'Course Calendar'.

Assigned Readings

Each module there will be assigned readings from the literature and/or the textbook. Please refer to the relevant week/module in the course shell to access these reading assignments.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter \(Links to an external site.\) \(Links to an external site.\)](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 72 hours of the due date in the Gradebook.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. Extensions will be granted at the

discretion of the instructor. A late discussion board post will receive a score of 0. This includes discussion board posts, and responses. For all written assignments, late submission will result in a reduction of 10% of the grade for each day late.

Follow the appropriate University policies to request an [accommodation for religious practices \(Links to an external site.\)Links to an external site.](#) or to accommodate a missed assignment [due to University-sanctioned activities \(Links to an external site.\)Links to an external site.](#).

Rewrites

In some courses, instructors will allow students to submit papers early for feedback. This policy is at the discretion of the instructor. Papers/assignments must be received at least five days prior to the due date in order for the instructor to review them and give feedback. No opportunities for rewriting assignments is allowed following the posted due date.

Communicating With the Instructor

This course uses a policy for student to faculty communications. When questions arise during the course of this class, please remember to check the sources below for an answer **BEFORE** emailing your instructor:

1. Course Syllabus
2. Announcements in Canvas accessed via the left side navigation
3. The Community Forum discussion board
4. Course schedule for any due dates

Check for Announcements, Community Forum, and your ASU email daily. If you cannot find an answer to your question, please first post your question to the Community Forum. The Community Forum will display your questions and the faculty answers for the benefit of all students. In addition to communicating with your instructor, the Community Forum area allows you to interact with other students who may be able to help you with your question(s).

This policy will help you to potentially identify answers before the instructor can get back to you and it also keeps your instructor from answering similar questions or concerns multiple times.

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

ASU email is an [official means of communication \(Links to an external site.\)](#)[Links to an external site.](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

ASU Online Course Policies

View the [ASU Online Course Policies \(Links to an external site.\)](#)[Links to an external site.](#)

Accessibility Statements

View the [ASU Online Student Accessibility \(Links to an external site.\)](#)[Links to an external site.](#) page to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

Requirement COVID

COVID-19 Documentation and Reporting. Instructors cannot require students to provide COVID-19 test results. If you test positive for COVID-19, inform the ASU Dean of Students at deanofstudents@asu.edu immediately. Staff in the Dean of Students office will serve as your point of contact for the duration of the isolation period and will help coordinate campus services (e.g. housing, counseling, class absence notifications). This includes ASUOnline students. If you disclose a positive test for COVID-19 to your instructor, they are obligated to report your status to the Dean of Students for support.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the Disability Resource Center (DRC). <https://eoss.asu.edu/drcLinks to an external site.> The DRC will make every effort to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqsLinks to an external site.>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. SU Counseling Services, <https://eoss.asu.edu/counselingLinks to an external site.>, is available if you wish discuss any concerns confidentially and privately.

Downtown Phoenix Campus and ASU Online

<http://campus.asu.edu/downtown/DRCLinks to an external site.>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

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