

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 1/14/2016

1b. Department/Division: Dept of Health Mgmt & Policy

1c. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Glen Mays

Email: glen.mays@uky.edu

Phone: 218-2029

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: CPH 651

2c. Full Title: Population Health: Measurement, Management and Improvement

2d. Transcript Title: Population Health

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: This course explores strategies for measuring, managing and improving health status on a population-wide basis using insight from the social and behavioral sciences. Students will examine approaches for measuring population health and analyzing determinants of health and wellbeing using primary and secondary sources. Students will acquire an understanding of how multiple service delivery and financing systems interact in shaping health and wellbeing on a population level, and what policy and management strategies and incentives are available to align the medical, public health and social systems that support population health. Finally, the course will introduce students to an array of analytic tools and methodologies for evaluating the implementation and impact of population health improvement strategies.

2k. Prerequisites, if any: Enrollment in the MPH program or permission of the instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Population health has emerged recently as an important element of healthcare system transformation

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name: Glen Mays, PhD

Instructor Email: glen.mays@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students will have opportunity to interact with the instructor and with each other on a weekly basis through discussion boards and email. The instructor will also make himself available for phone and skype meetings with students, if preferred. The syllabus conforms to the Distance Learning Considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Analysis exercises, examinations and group projects are assigned in the course. These learner evaluation techniques are analogous to those used for classroom based students.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Students will be required to sign an academic integrity statement for each assignment/quiz/exam prior to submitting work. All exams and quizzes will be time-limited, and a random question generator will be employed for each quiz and exam. The new learning management system, Canvas, supports this application.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Access information is provided in the syllabus and on the Canvas website.

6. How do course requirements ensure that students make appropriate use of learning resources? Course requirements make it mandatory for students to use Canvas for electronic discussions, course documents, and submission of assignments to successfully complete this course.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. All students are provided with a LinkBlue account which is used to connect to critical campus resources, such as email, online library services and Canvas.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Yes

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Glen Mays, PhD

SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 651 NEW College Review|20151124

SIGNATURE|ZNNIKO0|Roshan Nikou|CPH 651 NEW Graduate Council Review|20160112

SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 651 NEW Approval Returned to Dept|20160114

SIGNATURE|JEL224|Janie S Ellis|CPH 651 NEW Senate Council Review|20160114

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 5888	CPH 651 PopHealth OL Syllabus 05Oct2015 edited.pdf

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: PUBLIC HEALTH Submission Date: 1/14/2016

b. * Department/Division: Dept of Health Mgmt & Policy

c.

* Contact Person Name: Andrea Perkins Email: andrea.perkins@uky.edu Phone: 218-2021

* Responsible Faculty ID (if different from Contact): Glen Mays Email: glen.mays@uky.edu Phone: 218-2029

d. * Requested Effective Date: Semester following approval OR Specific Term/Year 1

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number: CPH 651

c. * Full Title: Population Health: Measurement, Management and Improvement

d. Transcript Title (if full title is more than 40 characters): Population Health

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course explores strategies for measuring, managing and improving health status on a population-wide basis using insight from the social and behavioral sciences. Students will examine approaches for measuring population health and analyzing determinants of health and wellbeing using primary and secondary sources. Students will acquire an understanding of how multiple service delivery and financing systems interact in shaping health and wellbeing on a population level, and what policy and management strategies and incentives are available to align the medical, public health and social systems that support population health. Finally, the course will introduce students to an array of analytic tools and methodologies for evaluating the implementation and impact of population health improvement strategies.

k. Prerequisites, if any:

Enrollment in the MPH program or permission of the instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Population health has emerged recently as an important element of healthcare system transformation

8. * Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement^s for ANY program? Yes No

If YES^s, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	CPH 651	Date:	11/24/2015
Instructor Name:	Glen Mays, PhD	Instructor Email:	glen.mays@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
Students will have opportunity to interact with the instructor and with each other on a weekly basis through discussion boards and email. The instructor will also make himself available for phone and skype meetings with
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.
Analysis exercises, examinations and group projects are assigned in the course. These learner evaluation techniques are analogous to those used for classroom based students.
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
Students will be required to sign an academic integrity statement for each assignment/quiz/exam prior to submitting work. All exams and quizzes will be time-limited, and a random question generator will be employed for each quiz
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any of as defined above?
No
Which percentage, and which program(s)?
N/A

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
Access information is provided in the syllabus and on the Canvas website.

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
Course requirements make it mandatory for students to use Canvas for electronic discussions, course documents, and submission of assignments to successfully complete this course.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
All students are provided with a LinkBlue account which is used to connect to critical campus resources, such as email, online library services and Canvas.

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Yes
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology
- Does the syllabus contain all the required components, below? Yes
 - Instructor's *virtual* office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Glen Mays, PhD

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

^[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Online Course Syllabus
CPH 651: Population Health: Measurement, Management & Improvement
Fall 2016**

Contact information

Instructor: Glen Mays, PhD
Professor of Health Management and Policy

Telephone: 859-218-0241

E-mail: glen.mays@uky.edu [preferred method of contact]

Virtual Office Hours: By appointment. For face-to-face, telephone or skype appointments, please email the instructor.

Course description

This course explores strategies for measuring, managing and improving health status on a population-wide basis using insight from the social and behavioral sciences. Students will examine approaches for measuring population health and analyzing determinants of health and wellbeing using primary and secondary sources. Students will acquire an understanding of how multiple service delivery and financing systems interact in shaping health and wellbeing on a population level, and what policy and management strategies and incentives are available to align the medical, public health and social systems that support population health. Finally, the course will introduce students to an array of analytic tools and methodologies for evaluating the implementation and impact of population health improvement strategies.

Course rationale:

Policy and technological changes within health care, including Affordable Care Act implementation and expanding electronic health information infrastructure, are rapidly transforming the practice of medicine and public health using population-level analytics and system approaches to health improvement. Clinicians, managers, and leaders within the health system require skills in population health measurement, analytics, and system management in order to meet growing societal imperatives for improved health outcomes and health equity at lower total cost.

Course prerequisites

Enrollment in the MPH program or permission of the instructor

MPH Program Level Outcomes	Student Learning Objectives/Competencies By the end of this course a student will be able to:
<p>Propose solutions for public health problems using sound data analysis and evidence-based decision making (SLO 1)</p> <p>Demonstrate cultural competency in public health through transdisciplinary communication and collaboration (SLO 2)</p>	<p>Identify the causes of social and behavioral factors that affect health of individuals and populations.</p> <p>Assess the strengths and weaknesses of alternative measures of population health and their underlying data sources</p> <p>Apply methods of risk stratification and risk adjustment to population health data in order to differentiate population groups based on their health risks and vulnerabilities.</p> <p>Identify ways of using performance measurement systems, feedback and public reporting systems to inform population health improvement initiatives.</p> <p>Assess design and implementation of financial and nonfinancial incentives for their potential to support population health initiatives.</p> <p>Develop data-informed and evidence-based recommendations concerning the design and implementation of population health improvement initiatives.</p> <p>Identify key steps in assessing the health and economic impact of population health initiatives.</p> <p>Negotiate roles and responsibilities with diverse team members in order to complete a population health analysis and improvement project.</p> <p>Synthesize multiple sources of evidence concerning the causes and contributing factors to population health and wellbeing.</p>

Course Readings

Selected readings will be required from the following sources:

Kindig D, Booske B, Remington P (eds). Metrics, Incentives, and Partnerships for Population Health. Chapters published in special issues of *Preventing Chronic Disease* (July, September, and November 2010). http://www.cdc.gov/pcd/collections/pdf/PCD_MATCH_2010_web.pdf

Kaplan R, Spittel M, David D (Eds). *Population Health: Behavioral and Social Science Insights*. AHRQ Publication No. 15-0002. Rockville, MD: Agency for Healthcare Research and Quality and Office of Behavioral and Social Sciences Research, National Institutes of Health; July 2015. <http://www.ahrq.gov/professionals/education/curriculum-tools/population-health/index.html>

Institute of Medicine. Vital Signs: Core Metrics for Health and Health Care Progress. Washington, DC: National Academies Press; 2015.
<http://iom.nationalacademies.org/Reports/2015/Vital-Signs-Core-Metrics.aspx>

Additional required readings are specified in the course schedule below.

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

- 1- **Analysis exercises:** Students will complete and submit an analytical exercise every two weeks that will allow for the application of population health measurement and analysis concepts to answer empirical questions using real population health data. **These exercises will comprise 30% of the total course grade.**
- 2- **Examination:** A midterm exam will be given. This exam will require you to synthesize and apply information learned from the first two-thirds of the class and the assigned readings. **The midterm exam will comprise 30% of the final grade.**
- 3- **Group Project Analysis:** Students will be assigned into groups of 4-6 students and will complete a group project during the course of the semester that requires identifying and accessing population health data; analyzing determinants and correlates of population health; and developing a population health management and improvement strategy that includes appropriate organizational, financial, measurement, and accountability systems. Students will present their group project results on the final day of class, and submit a written report on their project and its recommendations. **This project will comprise 40% of the final grade.**

For graduate-level courses:

100-90=A
89-80=B
79-70=C
69 or below=E

Technical Requirements for the Course:

In order to have a successful educational experience in distance learning courses, there are minimum technology requirements that should be met. The University of Kentucky strongly recommends that each student purchase a personal computer. To review minimum recommendations and guidelines for your computer click [here](#).

University of Kentucky distance learning students are also encouraged to acquire the following hardware, software and internet connection to ensure that all systems used by distance learning courses will function properly.

Hardware: Headset with a microphone
Webcam (recommended)

Software: The latest version of Java ([available here](#))
The latest version of Adobe Flash ([available here](#))
The latest version of Adobe Acrobat Reader ([available here](#))
Microsoft Office (available free to students through <http://download.uky.edu/>)

Internet
Connection: 1 MBPS Broadband Connection

If you have any questions or need assistance, the UKIT Service Desk is available for all supported student technology needs. Information for how to contact the Service Desk can be found [here](#).

Distance Learning Library Services

The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through Distance Learning Programs. The Distance Learning Library Service is staffed by a full-time librarian. More information can be located [here](#).

- Carla Cantagallo, DL Librarian, Email: dllservice@lsv.uky.edu
- 859-218-1240

Canvas and E-mail Communication:

Students are expected to check their University of Kentucky-issued e-mail frequently for communication related to the course.

Instructor expectations

1. Class preparation and participation are assumed and expected
2. I expect you to actively participate in class discussion threads and other assignments as applicable. Participation will significantly enhance the learning experience.
3. I expect you to contribute equitably and meaningfully to the group project assignment and practice the skills of effective teamwork.
4. I expect you to be respectful of the answers and opinions of others.
5. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will affect the grade for written work.
6. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
7. I expect you during the semester to interactively engage via Canvas with the other students and the instructor.
8. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
9. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
10. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. This policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Late work policy

Assignments that are not submitted by the assigned due date/time will be considered late. Late coursework will have points deducted according to how late it was turned in and the significance of the assignment. Cases involving University-excused absences, University-prescribed

academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually.

Excused absences policy

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Student Resources

Success as a student is a collaborative effort between students, faculty and support services at the University of Kentucky. Support, through practical solutions, is available through programs and activities offered both on the web and on UK's main campus. These support services span academic, personal, social, or career interests. Please see visit <http://www.uky.edu/studentssuccess/student-resource-home> for links to assist you in finding your way, which include academic expectations and resources, advising, career services, financial resources, and student involvement. There is also an area on this site in which you can submit a request for assistance and read some FAQs. Transitioning students can find tips for studying <http://www.uky.edu/studentssuccess/where-to-study> and special events <http://www.uky.edu/studentssuccess/second-year> to aid in making a strong transition.

Technology related resources can be found at <http://www.uky.edu/ukit/techtips/students>. Did you know that the Media Depot is supported by your Student Technology Fee <http://www.uky.edu/ukit/mediadepot> and is available for you to develop multimedia presentations and multimodal communications? Further, the Media Depot link also has copyright free music, images and video links to aid you in preparing exceptional presentations.

Appropriate online behavior

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full

advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language). Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

Course schedule and topics

Session and Topic	Instructor
<p>1 Defining Population Health</p> <p>Stoto M. Population Health in the Affordable Care Act Era. Washington, DC: AcademyHealth; 2013. http://www.academyhealth.org/files/AH2013pophealth.pdf</p> <p>Kindig DA et al. Mobilizing action toward community health: metrics, incentives and partnerships for population health. Preventing Chronic Disease. 2010; 7(4). www.cdc.gov/pcd/issues/2010/jul/10_0019.htm</p>	
<p>2 Alternative Approaches for Measuring Population Health I</p> <p>Parrish RG. Measuring population health outcomes. Preventing Chronic Disease. www.cdc.gov/pcd/issues/2010/jul/10_0005.htm</p> <p>Kottke TE, Isham GJ. Measuring health care access and quality to improve health in populations. Prev Chronic Dis 2010;7(4). http://www.cdc.gov/pcd/issues/2010/jul/09_0243.htm</p> <p>Asada Y. A summary measure of health inequalities for a pay-for-population health performance system. Prev Chronic Dis 2010;7(4). http://www.cdc.gov/pcd/issues/2010/jul/09_0250.htm .</p>	
<p>3 Alternative Approaches for Measuring Population Health II</p>	

	<p>Lantz PM, Pritchard A. Socioeconomic indicators that matter for population health. <i>Prev Chronic Dis</i> 2010;7(4). http://www.cdc.gov/pcd/issues/2010/jul/09_0246.htm</p> <p>Mokdad AH, Remington PL. Measuring health behaviors in populations. <i>Prev Chronic Dis</i> 2010;7(4). http://www.cdc.gov/pcd/issues/2010/jul/10_0010.htm .</p> <p>Jakubowski B, Frumkin H. Environmental metrics for community health improvement. <i>Prev Chronic Dis</i> 2010;7(4). http://www.cdc.gov/pcd/issues/2010/jul/09_0242.htm</p> <p>Brownson RC, Seiler R, Eyler AA. Measuring the impact of public health policy. <i>Prev Chronic Dis</i> 2010;7(4). http://www.cdc.gov/pcd/issues/2010/jul/09_0249.htm</p>	
4	<p>Risk Stratification and Risk Adjustment for Population Health</p> <p>Roland M. Reducing emergency admissions: are we on the right track? <i>BMJ</i> 2012;345:e6017. http://www.bmj.com/content/345/bmj.e6017</p> <p>Schone E and Brown R. Risk adjustment: what is the current state of the art, and how can it be improved. RWJF Synthesis Project; 2013. http://www.rwjf.org/content/dam/farm/reports/reports/2013/rwif407046</p> <p>Iezzoni L. Risk adjustment for performance measurement. <i>Performance Measurement for Health System Improvement</i> (Smith PC et al. eds). World Health Organization; 2012. http://www.euro.who.int/data/assets/pdf_file/0009/135972/E94887_Part_III.pdf</p>	
5	<p>Using Incentives for Population Health Improvement</p> <p>McGinnis JM. Observations on incentives to improve population health. <i>Prev Chronic Dis</i> 2010;7(5). http://www.cdc.gov/pcd/issues/2010/sep/10_0078.htm</p> <p>Lewis S. Creating incentives to improve population health. <i>Prev Chronic Dis</i> 2010;7(5). http://www.cdc.gov/pcd/issues/2010/sep/10_0175.htm</p> <p>Haveman RH. Principles to guide the development of population health incentives. <i>Prev Chronic Dis</i> 2010;7(5). http://www.cdc.gov/pcd/issues/2010/sep/10_0044.htm</p> <p>Webber A, Mercure S. Improving population health: the business community imperative. <i>Prev Chronic Dis</i> 2010;7(6). http://www.cdc.gov/pcd/issues/2010/nov/10_0086.htm</p>	

6	<p>Payment Systems for Population Health</p> <p>Mullahy J. Understanding the production of population health and the role of paying for population health. <i>Prev Chronic Dis</i> 2010;7(5). http://www.cdc.gov/pcd/issues/2010/sep/10_0024.htm</p> <p>Asch DA, Werner RM. Paying for performance in population health: lessons from health care settings. <i>Prev Chronic Dis</i> 2010;7(5). www.cdc.gov/pcd/issues/2010/sep/10_0038.htm</p> <p>Fox DM. Realizing and allocating savings from improving health care quality and efficiency. <i>Prev Chronic Dis</i> 2010;7(5). http://www.cdc.gov/pcd/issues/2010/sep/10_0028.htm</p> <p>Baxter RJ. Making better use of the policies and funding we already have. <i>Prev Chronic Dis</i> 2010;7(5). http://www.cdc.gov/pcd/issues/2010/sep/10_0055.htm</p>	
7	<p>Accountability Systems for Population Health</p> <p>Witte JF. Accountability metrics and paying for performance in education and health care. <i>Prev Chronic Dis</i> 2010;7(5). http://www.cdc.gov/pcd/issues/2010/sep/10_0046.htm</p> <p>Oliver TR. Population health rankings as policy indicators and performance measures. <i>Prev Chronic Dis</i> 2010;7(5). http://www.cdc.gov/pcd/issues/2010/sep/10_0040.htm</p> <p>Smith PC, Busse R. Learning from the European experience of using targets to improve population health. <i>Prev Chronic Dis</i> 2010;7(5). http://www.cdc.gov/pcd/issues/2010/sep/10_0041.htm</p>	
8	<p>Organizational and Information Structures for Population Health</p> <p>Devore S, Champion RW. Driving population health through accountable care organizations. <i>Health Aff (Millwood)</i>. 2011 Jan;30(1):41-50. http://content.healthaffairs.org/content/30/1/41.abstract</p> <p>Hacker K and Walker DK. Achieving population health in accountable care organizations. <i>American Journal of Public Health</i>: July 2013, Vol. 103, No. 7, pp. 1163-1167.</p> <p>Nielson M et al. Patient centered medical home impact on cost and quality. <i>Milbank Memorial Fund</i>; 2014. http://www.milbank.org/uploads/documents/reports/Patient-Centered Medical Homes Impact on Cost and Quality.pdf</p> <p>Cusack CM, Knudson AD, Kronstadt JL, Singer RF, Brown AL. Practice-Based Population Health: Information Technology to Support Transformation to Proactive Primary Care (Prepared for the AHRQ National Resource Center for Health Information Technology under Contract No. 290-04-0016.) AHRQ Publication No. 10-0092-EF. Rockville, MD: Agency for Healthcare Research and Quality. July 2010. https://pcmh.ahrq.gov/sites/default/files/attachments/Information%20Technology%20to%20Support%20Transformation%20to%20Proactive%20Primary%20Care.</p>	

	pdf	
9	<p>Multi-Sector Alliances for Population Health</p> <p>Shortell SM. Challenges and opportunities for population health partnerships. <i>Prev Chronic Dis</i> 2010;7(6). http://www.cdc.gov/pcd/issues/2010/nov/10_0110.htm</p> <p>Bailey SBC. Focusing on solid partnerships across multiple sectors for population health improvement. <i>Prev Chronic Dis</i> 2010;7(6). www.cdc.gov/pcd/issues/2010/nov/10_0126.htm .</p> <p>Mays GP, Scutchfield FD. Improving public health system performance through multiorganizational partnerships. <i>Prev Chronic Dis</i> 2010;7(6). http://www.cdc.gov/pcd/issues/2010/nov/10_0088.htm</p> <p>Pittman MA. Multisectoral lessons from healthy communities. <i>Prev Chronic Dis</i> 2010;7(6). http://www.cdc.gov/pcd/issues/2010/nov/10_0085.htm</p> <p>Fawcett S, Schultz J, Watson-Thompson J, Fox M, Bremby R. Building multisectoral partnerships for population health and health equity. <i>Prev Chronic Dis</i> 2010;7(6). http://www.cdc.gov/pcd/issues/2010/nov/10_0079.htm</p>	
10	Mid-term examination	
11	<p>Health Economics and Population Health</p> <p>Russel LB. The Science of Making Better Decisions About Health. AHRQ Population Health Handbook. http://www.ahrq.gov/professionals/education/curriculum-tools/population-health/russell.html</p>	
12	<p>Choice Architecture and Population Health Interventions</p> <p>Marteau TM, Hollands GJ, Kelly MP. Changing population behavior and reducing health disparities through choice architecture. AHRQ Population Health Handbook. http://www.ahrq.gov/professionals/education/curriculum-tools/population-health/marteau.html</p>	
13	<p>Mathematical Models and Simulation for Population Health</p> <p>Orr MG, Lewis B, Ziemer K, Keller S. Mathematical and computational simulation. AHRQ Population Health Handbook. http://www.ahrq.gov/professionals/education/curriculum-tools/population-health/orr.html</p>	
14	<p>Network Analysis and Population Health</p> <p>Luke DA1, Harris JK. Network analysis in public health: history, methods, and applications. <i>Annual Rev Public Health</i>. 2007;28:69-93. http://www.annualreviews.org/doi/full/10.1146</p>	

15	Health Impact Assessments and Population Health National Research Council. Improving Health in the U.S.: The Role of Health Impact Assessments. Washington, DC: National Academies Press; 2011. http://www.nap.edu/catalog/13229/improving-health-in-the-united-states-the-role-of-health	
16	Group Project Presentations	