



## Course Syllabus

### LHCA 340 – Population Health Management

3 Credit hours

#### I. COURSE DESCRIPTION

A study of the aggregation of patient data across multiple health information technology resources for the ability to provide clinicians and leaders better information on patient needs, clinical outcomes, and financial utilization. The use of epidemiology, cultural norms and values of a community to understand the need and impact of healthcare on a community will be included.

**Prerequisites:** None

#### II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

*Spiritually alive* Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior

*Intellectually alert* Critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity

*Physically disciplined* Healthy lifestyle; physically active lifestyle

*Socially adept* Communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity

*Professionally competent* Discipline-specific proficiencies listed under Program Outcomes.

The last page of this syllabus, "COURSE INVENTORY for ORU's Course Objectives," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes.

#### III. PROGRAM OUTCOMES

This course supports the program outcomes of the Bachelor of Science degree in Healthcare Administration. An ORU Healthcare Administration graduate must acquire a skill set that enables him or her to successfully

perform integrative tasks, including the following Program Outcomes this course supports, marked below in **bold text** and with an asterisk (\*).

1. **Analyze the intricate operations of healthcare financial management for organizations. \***
2. **Examine ethical, legal, and regulatory requirements of the healthcare industry. \***
3. **Analyze strategic planning in the delivery of health and healthcare. \***
4. **Demonstrate innovative leadership principles in the production of healthcare operations. \***
5. Perform whole person, spirit empowered leadership practice in the support of healthcare operations.

#### IV. COURSE GOALS

The introduction to students on the concepts and use of population health in caring for the health of individuals, families, and communities. Topics include public health, epidemiology, population health strategies, infectious diseases, health determinants, data-driven decisions, health privacy, community health assessments, and population health improvement. The HCA program at ORU is here to create Administrators to become Whole Leaders to the Whole World. Population Health is one of the many facets healthcare administrators need to be aware of in their pursuit of health for a community.

#### V. COURSE OBJECTIVES

**After successfully completing this course, you should be able to:**

1. Demonstrate the impact of population strategies on a community's health.
2. Recognize determinants of health and epidemiological data impact on healthcare delivery.
3. Examine principles of population health management and data-driven leadership.

#### VI. TEXTBOOK AND OTHER LEARNING RESOURCES

Before you purchase your required textbook(s), click on the ORU Bookstore link to verify whether digital texts are provided as part of your Follett ACCESS course fee. <http://www.bkstr.com/oralrobertsstore/home>

##### Required Materials

###### Textbook:

Carson, R. (2017). Population Health: Principles and Applications for Management. First Edition. | Chicago, Illinois: Health Administration Press (HAP); Washington, DC: Association of University Programs in Health Administration (AUPHA).  
[Print ISBN: 9781567938616, 1567938612]  
[eText ISBN: 9781567938623, 1567938620]



**Other required materials: None**

##### Optional Materials

**Textbooks:** None.

#### VII. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know [ORU's policy on plagiarism](#) and [what is considered plagiarism](#).
2. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU University](#)

[Catalog](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.

**3. Whole Person Assessment Requirements:**

- a. Specify which, if any, Whole Person Assessment requirements there are for this course.  
None for this course.

**B. School and/or Department Policies and Procedures**

**1. Participation:** Participation in each online class through discussion forums, assignments, and all other course activities count as your attendance in the course. Lack of participation can reduce a student's grade or deny credit for the course.

**2. Class Assignments**

- a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

**3. Late Work**

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.

**4. Incompletes**

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

**5. Citations**

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course..

**C. Online Programs Policies and Procedures**

**1. Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.

2. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
3. **ADA and Students with Disabilities:**
  - Click here ( <http://www.brightspace.com/about/accessibility/> ) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
  - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
  - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
  - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
4. **Useful Links for Online Students:**
  - [Student Learning Glossary](#)
  - Library: <http://library.oru.edu>.
  - D2L Helpdesk: [d2lhelp@oru.edu](mailto:d2lhelp@oru.edu)
  - I.T. Student Helpdesk: [studenthelpdesk@oru.edu](mailto:studenthelpdesk@oru.edu)
  - [Netiquette and Online Discussions: https://goo.gl/f744AY](https://goo.gl/f744AY)
  - Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

**D. Course Policies and Procedures**

1. **Evaluation Procedures:** The final grade will be based on forum discussions and projects. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course.

Grade Weight	Category
38%	Forums
62%	Projects

2. **Grading Scale:**  
A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below.
3. **Other Policies and/or Procedures**  
None

## VIII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far-right column lists the Course Objectives (CO) that support the corresponding Assessment in column 2. Further descriptions for activities and assessments are in their respective weeks in D2L. When applicable, ¥ Indicates this is a Whole Person Assessment item. † indicates this is a faith integration item tracked by the program.

<b>Week 1</b>	<b>Public Health</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	Read/View/Listen	4	--	1, 3
	Forum 1a: Define Public Health	4	4%	1, 3
	Forum 1b: Core Functions of Public Health	3	4%	1, 3
	Project 1: Public Health Support	6	8%	1, 3
<b>Week 2</b>	<b>Role of Epidemiology</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	Read/View/Listen	5	--	1,2
	Forum 2: Defining Epidemiology	3	4%	2
	Project 2: Surveillance and Public Health	8	8%	2
<b>Week 3</b>	<b>Public Health and Healthcare Data</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	Read/View/Listen	4	--	1, 2, & 3
	Forum 3a: US Mortality Rate	4	4%	1, 3
	Forum 3b: HIPAA Impacts	4	4%	1
	Project 3: Health Rankings	7	8%	1, 2, 3
<b>Week 4</b>	<b>Health Determinants</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	Read/View/Listen	5	--	2 & 3
	Forum 4: Types of Determinants	3	4%	3
	Project 4: Case Study: Where You Live	8	8%	2, 3
<b>Week 5</b>	<b>Community Health Assessment</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	Read/View/Listen	5	--	1 & 3
	Forum 5: CHAs & CHIPs	3	4%	1
	Project 5: High-Quality CHAs	8	10%	1, 3
<b>Week 6</b>	<b>Population Health Improvement/Management</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	Read/View/Listen	3	--	1 & 3
	Forum 6a: Improvement vs Management	3	2%	1
	Forum 6b: Quality Improvement in Population Health	3	2%	3
	Project 6: Triple Aim	6	10%	1 & 3
<b>Week 7</b>	<b>Data and Momentum</b>	<b>Hours</b>	<b>Weight</b>	<b>CO</b>
	Read/View/Listen	3	--	1 & 3
	Forum 7a: Data-Driven Tools	3	4%	3
	Forum 7b: A-ha Moment	1	2%	1
	Project 7: Spirit-Empowered PHM	6	10%	3
<b>Course Total</b>	Total estimated hours based upon an average of 16 hours per week for 7 weeks	122	100%	

## IX. COURSE INVENTORY

For ORU's Course Objectives

### LHCA 340

This course contributes to the ORU course objectives as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b>				
1A	Biblical literacy			X	
1B	Spiritual Formation				X
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b>				
2A	Critical thinking, creativity, and aesthetics		X		
2B	Global & historical perspectives		X		
2C	Information literacy		X		
2D	Knowledge of the physical and natural world			X	
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b>				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b>				
4A	Ethical reasoning and behavior		X		
4B	Intercultural knowledge and engagement		X		
4C	Written and Oral Communication		X		
4D	Leadership capacity		X		

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**This syllabus is subject to change without notice up until the first day of the semester.**

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