



School of Health Studies
HS3042a Cross-Sector Health Partnership Models
Fall 2015

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Office Hours: Email for appointment

For date, time and location of classes please visit the OWL site.

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enrol in, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Pre-requisites: Health Sciences 2250A/B

Course Information

Course description: Canadian health care system, along with those around the globe, is under pressure to evolve their models of health care delivery ensuring the quality, efficiency and effectiveness of their health care services (Khalili, Orchard, Laschinger, Farah, 2013). Given the growing diversity of the Canadian population, the increasing number of vulnerable persons (elderly, homeless, those living with chronic diseases), the complexity of health problems, patients' untoward events, the shortage of health care providers and the slow growth in the Canadian economy on one hand, and client/patients/families/communities' demand for more involvement in their health/wellbeing have forced health policy-makers to call for revising the way health care is provided and, consequently, necessitating a shift in the way health students are educated (Frenk, et al., 2010; Health Force Ontario, 2007; Gilbert, 2005; Khalili, Hall, DeLuca, 2014).

This course is designed to make students aware of, and enable them to explore and examine different approaches/models to the use of cross-sector health partnerships in order to create a viable, client-centred health care system for the future.

Course Goals:

Students will:

- build upon previous years learning to deepen their understanding of the current models of health care delivery system, identifying the gaps/needs for further improvement
- identify different approaches/models to cross-sector health partnerships used in Canada and around the globe;
- identify the benefits, enablers and challenges associated with the different approaches to cross-sector health partnerships;
- apply their knowledge and understanding of cross-sector health partnerships into a selected health partnership to
 - identify and analyze the cross-sector health partnership model/s used and the rationale, benefits and limitations associated with that model/s
 - provide professional feedback/suggestion for further improvement

Course Topics:

Note: the topics and/or dates are subject to change

Week	Topic
1	Course Introduction Why Cross-Sector Health Partnership? An Intro
2	Within-Sector, Cross-Sector & Cross-Boundary Partnership
3	Cross-Sector Health Partnership and Health Program Socialization & Professionalism
4	Cross-Sector Health Partnership Models – Historical & Theoretical Perspectives
5	Cross-Sector Health Partnership Models - Design & Implementation <ul style="list-style-type: none"> • Enablers
6	Cross-Sector Health Partnership Models - Design & Implementation <ul style="list-style-type: none"> • Challenges
7	Cross-Sector Health Partnership For Local Development & Sustainability
8	Cross-Sector Health Partnership For Global Development & Sustainability
9	Cross-Sector Health Partnership Evaluation
10	Group Presentation <ul style="list-style-type: none"> • Final Project: Analysis & Implication
11	Group Presentation <ul style="list-style-type: none"> • Final Project: Analysis & Implication
12	Cross-Sector Health Partnership For 21 st Century

Class Format: A **hybrid format** (online and face-to-face) along with a combination of traditional didactic (lectures) and interactive teaching (group discussion/presentation), real-world examples, workshop activities and guest speakers will be used in this course. The two-hour class on Wednesdays is face-to-face and the one-hour session on Thursdays will be online. **The online session is for the students to review the reading materials, to prepare and post a weekly 5-minute presentation of the highlights of the readings (as a group work), and to develop and post their individual reflective question on OWL.** Student groups will present their prepared presentation of the reading highlights to the class during group discussion/debate every week.

Learning and teaching in this course is a shared responsibility. The instructor's role is to guide, facilitate and support your learning. As a student, you are expected to prepare for each class by having obtained and read all material identified for that class in the OWL.

Attendance and participation in class is expected since small group and class discussions will facilitate learning, and your active participation will support not only your own but your peers' learning. In order to create an interactive learning environment, students will be asked to share within groups, and at times with the larger class, their understanding of course material, their experiences and to engage in reflection on their learning.

Course Materials:

Texts: There is no required textbook to purchase. Required reading materials in the form of journal articles and other online material are identified within the course weekly folders at OWL and students are responsible for accessing and obtaining the material.

Recommended Resource:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.

Bull, B., & McNeill, D. (2007). *Development issues in global governance: Public-private partnerships and market multilateralism*. Routledge.

OECD (2011), *Health Reform: Meeting the Challenge of Ageing and Multiple Morbidities*, OECD Publishing. <http://dx.doi.org/10.1787/9789264122314-en> Also Available Online at Western Library: http://www.oecd-ilibrary.org.proxy1.lib.uwo.ca/social-issues-migration-health/health-reform_9789264122314-en

Seitanidi, M. M., & Crane, A. (Eds.). (2013). *Social Partnerships and Responsible Business: A Research Handbook*. Routledge. Available Online at Western Library: <http://lib.myilibrary.com.proxy1.lib.uwo.ca/Open.aspx?id=549840>

Taillieu, T. (Ed.). (2001). *Collaborative strategies and multi-organizational partnerships*. Garant.

Utting, P., & Marques, J. C. (2010). *Corporate Social Responsibility and Regulatory Governance*. Palgrave Macmillan.

Evaluation:

Students academic performance will be assess in the following ways:

Item	Value	Due Date
1. Reading Reflective Questions	10%	Week 3-9
2. Mid-term examination	10%	Week 6 (Oct 21 st)
3. Cross-sector Health Partnership Analysis Group project:		
A. Group project report outline	10%	Week 5 (Oct 14 th)
B. Group project report	30%	Week 10 (Nov 18 th)
C. Group project Presentation	10%	Week 10 & 11 (Nov 18 th & 25 th)
4. Active Participation	10%	Ongoing
5. Final examination	20%	TBA

1. Reading Reflective Questions (10%)

The reading reflective question component will require students to submit a minimum of 1 meaningful, multiple-choice question based on the week's assigned readings. This question will be submitted via OWL (Western) by **4pm on Thursdays during the week of 3-9 inclusive**.

For the purposes of this reflective question, please use the following prompts to help generate your question (but not limited to):

- what is the meaning and the implication of the readings?
- what did the readings make you think about?
- how can this concept/construct apply to healthcare?
- was/is there a new way to look at the information or ideas presented in the readings?
- how does the knowledge derived from the readings inform your current or future personal/professional activities?

Further instructions and expectations regarding the quality of questions will be discussed in class, including the location for posting on Sakai. **Each week question is worth 1.4% of overall grade.** Questions developed by students that demonstrate critical reflection and/or are synthesizing the readings will constitute 1.4% of your final grade. Reflections developed by students that fail to demonstrate critical reflection and/or are extremely superficial or students who do not submit a reflection (or are late in submitting) will forfeit 1.4% of their grade for that given week.

2. Mid-term examination (10%)

The mid-term examination will be held in class at week 6 (Oct 21st) lasting 60 minutes covering all material discussed in the previous sessions (week 1-5). The format of the examination will be a combination of multiple choice questions, true or false questions, matching questions and/or short written answers.

- ✚ **Note:** In the event that the mid-term exam is missed for medical reasons or extenuating circumstances, appropriate supporting documentation **MUST BE** provided. If appropriate documentation is provided, a makeup examination will be scheduled within one week of the scheduled exam.

3. Cross-sector Health Partnership Analysis Group Project (50%)

The purpose of this assignment is to work together in a self-organized small group of five to review, analyse, and provide recommendations to a cross-sector health partnership in the community (at the local, provincial, national or international levels). To accomplish this, student groups will select a cross-sector health partnership that they will research to identify and analyze:

1. the structure and operation of the organization(s);

2. why the organization(s) selected their partnership approach; and
3. benefits and issues associated with this partnership approach.

✚ **Note:** Ensure to include partners involved in the cross-sector health partnership, why they became a partner in the system, their role, how the partners interact, how the system is managed and financed, and the benefits to the partners and to the clients/patients they serve through being part of this partnership.

Furthermore, the project should include (but not limited to) the student group' **evidence-informed** (critical) reflection and evaluation on:

4. future iterations of the organization(s)' partnership (i.e., leadership, trust, regulation, accountability,...);
5. the partnership success in reaching its goals/mandate; and
6. how well or appropriate the organization(s) engages with their members (staff) and clients/patients throughout the partnership based on evidence found in the literature

✚ The group may also suggest recommendations to improve the partnership if appropriate.

A. Group project report outline (10%)

The group will submit an outline (2-3 pages) on identifying the table of contents for the group project report. The outline must identify the proposed headings that will be used in the final report with a paragraph under each heading describing the proposed content of that section of the paper. The outline must also include a list of references the group proposes to use for the report. This bibliography may be drawn from the course readings lists but should include additional materials the group has found independently.

This outline must be submitted both in hard copy in class (week 5, Oct 14th) **and** electronically to the provided drop box in OWL.

B. Group project report (30%)

The group will submit a professional report (2500 word limit, excluding the reference and appendixes) in Word format which addresses all of the identified requirements in the group project definition above.

This report should be based on the submitted outline and must be submitted both in hard copy in class (week 10, Nov 18th) **and** electronically to the provided drop box in OWL. **All students will be responsible for uploading a copy of the group report via OWL.**

✚ **Note:** Both the outline and final report must meet the following requirements:

- Title page with title of assignment, student name, student number, instructor's name, course number, date of submission, number of pages.
- Use a 12 point font
- Lines must be double spaced
- 1" margins
- Spell checked
- Including a list of referenced using APA format

C. Group project presentation (10%)

The group will be asked to make a 20-30 minute presentation with 5' group discussion/questions to the class in the weeks of 10th (Nov 18th) and 11th (Nov 25th) designed to showcase their selected cross-sector health partnership, how it came about, and why this is, or is not, an improvement on traditional care delivery models.

All presentation materials, including Powerpoint slides, *must be posted on OWL (under related discussion forum) by 8:00 a.m. on the day of the presentation* to ensure the materials are available to all students who may benefit from your work.

4. Active Participation (10%)

Given the focus on group work and the marks allotted to attendance, you must take part in every class (online and face to face). Regular, punctual class attendance is critical and any absence, along with repeatedly late arrivals to class, will affect your mark. 5% of this mark will be determined by your group members who will assess your participation in the group project. In the last class on December 2nd, each student will submit an evaluation of all members of their project group assessing their contribution to the outline, presentation, final report and the project in overall. This will be combined with an evaluation of the student's attendance and participation in class.

Whilst students who fully participate in their group and contribute to all elements of the group work (meeting with the group members, undertaking research, writing of the outline and report, and the presentation) will receive the same grade as their fellow group members, students who do not fully participate to the satisfaction of their group members will receive a lower grade for any element of the assessment for which they have not been perceived as fully participating.

5. Final examination (20%)

There will be a final examination (scheduled by the Registrar) lasting a maximum of two hours covering all material discussed in the course. The format of the examination will be a combination of multiple choice questions, true or false questions, matching questions and/or short written answers.

Grading criteria:

The grading criteria for this course are based upon university-wide grading criteria approved by the Senate:

A ⁺ 90 – 100%	Exceptional
A 80 – 90%	Superior work which is clearly above average
B 70 – 79%	Good work, meeting all requirements, and eminently satisfactory
C 60 – 69%	Competent work, meeting requirements
D 50 - 59%	Fair work, minimally acceptable
E Below 50%	Fail

Late assignments:

The assigned date for a group presentation is firm. All members of the group must be in class for the presentation. A group member's absence from the class on the day of the group's presentation will result in the award of a grade of **0%** for the presentation for that student. The only exception to this will be if the instructor is notified by the student by email before the class

and there are valid extenuating circumstances as documented in the University policy on accommodation

Late written submissions for the project outline and project report will be penalized **5% for each part or full day** past the due date (including weekends) except where there are valid extenuating circumstances.

Statement on Use of Electronic Devices

Electronic devices are useful in assisting with the teaching/learning process in classroom. In the classroom, devices should be used in a manner that is not distracting to others or oneself.

No electronic devices shall be permitted during any tests or examinations. Webcam, video, photographic or voice recordings of the instructor, teaching assistants or guest speakers is prohibited. Discovery of such occurrences may lead to dismissal from the class or course and confiscation of the cellular phone, pager, video, webcam, laptop, photographic or voice recording equipment.

Unruly behaviour directed at the course instructor, teaching assistants, guest speakers or other students will not be tolerated.

ADDITIONAL STATEMENTS

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

❖ This course outline was created/adapted based on Dr. Deborah Fitzsimmons' course outline in 2012.