



School of Health Studies

**HS3042b Cross-Sector Health Partnership Models
Winter 2017**

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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. 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, 2010; 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 Cross-Sector Health Partnership; An Intro <ul style="list-style-type: none"> • What Is a Partnership? • Categories of Partnerships • Within & Cross-Sector Partnership <ul style="list-style-type: none"> ○ Partnership Development; Key Elements |
| 2 | Why Cross-Sector Health Partnership? <ul style="list-style-type: none"> • Healthcare: Only One Aspect of Health • Aging Health • Sustainability of Canada's healthcare system |
| 3 | Historical and Theoretical Perspectives on Cross-Sector Health Partnership Models <ul style="list-style-type: none"> • Neoliberalism & the (Triple) Bottom Line • Corporate Social Responsibility vs Corporate Accountability • Value Creation; The Public as Beneficiaries |
| 4 | Design and Implementation of Cross-Sector Health Partnership Models <ul style="list-style-type: none"> • Enablers |
| 5 | Design and Implementation of Cross-Sector Health Partnership Models <ul style="list-style-type: none"> • Challenges |
| 6 | Cross-Sector Health Partnership for Local Development & Sustainability <ul style="list-style-type: none"> • Primary Health Care Model • London CYN Youth Framework |
| 7 | Cross-Sector Health Partnership for Global Development & Sustainability <ul style="list-style-type: none"> • Population Health Improvement • Global Health Crisis/Outbreaks |
| 8 | Cross-Sector Health Partnership Evaluation <ul style="list-style-type: none"> • How and What to Evaluate? • The Value and Impact of Cross-Sector Health Partnership |
| 9 | Group Presentation <ul style="list-style-type: none"> • Final Project: Analysis & Implication I |
| 10 | Group Presentation <ul style="list-style-type: none"> • Final Project: Analysis & Implication II |
| 11 | Health Informatics and Cross-Sector Health Partnership <ul style="list-style-type: none"> • The 'Big Data' Revolution in Healthcare |
| 12 | Cross-Sector Health Partnership for 21 st Century |

Class Format:

A **blended format** (online and face-to-face) along with a combination of traditional didactic (lectures), inverted classroom (group discussion/presentation), real-world examples, and/or workshop activities will be used in this course. The two-hour class on Mondays is face-to-face and the other assigned hour in this course will be online. **The online session is for the students to review the course materials and to participate in the weekly online discussions** (please see below, the assignment section, for more information about online discussion).

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 week by having obtained and reviewed the materials (identified for each week on OWL) and actively participate in the weekly class and online discussion.

Attendance and participation in class/online is expected since small group and class/online 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:

Textbook: 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*. (revised 6th ed.). Washington, DC: American Psychological Association.

OECD (2011), *Health Reform: Meeting the Challenge of Ageing and Multiple Morbidities*, OECD Publishing. <http://dx.doi.org/10.1787/9789264122314-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>

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

Evaluation:

Students academic performance will be assessed in the following ways:

| Item | Value | Due Date |
|---|--------------|--|
| 1. Weekly Online Discussion Forum Participation | 15% | Ongoing |
| 2. Online Discussion Lead | 5% | As per schedule on OWL |
| 3. Mid-term Examination (online) | 10% | Week 6 (Open: Tuesday Feb 14 at 12am till Wednesday Feb 15 th at 11:55pm) |

| Item | Value | Due Date |
|--|------------------|---|
| 4. Cross-sector Health Partnership Analysis Group project: A. Group project report outline B. Group project report C. Group project Presentation | 5% 15% 15% | Week 5 (Feb 6 th) Week 9 (March 13 th) Week 9 & 10 (March 13 th & 20 th) |
| 5. Active Participation | 10% | Ongoing |
| 6. Final examination | 25% | TBA |

1. Discussion Forums (15%):

Students will be organized into teams of 4-6 who will function throughout the semester. The teams will engage in online discussion of topics/prompts posted at the start of each week and each student will be responsible for monitoring the forum and answering questions. Grading for these forum discussions is based on the submission of a minimum of two to six quality posts per week (Monday to mid-night on Sunday) distributed over the week (ie. the posts cannot all be made on one or two days, as discussion requires ongoing monitoring and responding to other student posts). The prompts are linked to an issue or issues discussed in that week's material and will provide an opportunity for students to: (1) apply newly acquired knowledge, (2) delve into an issue in greater depth, or (3) share experiences with other students. Students will be graded on involvement and contribution to the discussion forum (see the rubric for more details).

2. Discussion Lead (5%)

Each week, a student will be the designated discussion leader for their team. Each student will have the opportunity to be the leader at least once (or twice) during the course. Students will be graded on leading the team discussions as following:

- Initiating the discussion by posting 2-3 thoughtful questions based on the assigned readings:
 - a. The questions should be in-depth and broad enough to create a meaningful and critical discussion in the team
 - i. The questions (i.e., one questions per reading) could be developed in collaboration with other team leaders of the week
 - b. The questions (which could be the same across different teams) should be posted for own team under the assigned discussion forum by Monday at 6pm
 - i. Each question to be posted under a separate 'conversation'
- Moderating the discussion as they unfold, and insert an occasional probing question or comment to help the team to delve deeper into the topic, and
- Completing the assessment of team member discussion contribution (using the provided rubric) within a week following the lead week.
- Please see the rubric for more information.

3. Mid-term examination (10%)

The online mid-term examination will be completed during the week 6 (Open from Tuesday Feb 14 at 12am till Wednesday Feb 15th at 11:55pm). The exam will last 60 minutes and covers material discussed in the previous sessions (weeks 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.

4. Cross-sector Health Partnership Analysis Group Project (35%)

A central theme in this course is the importance of working in teams. To allow students to practice working and learning in teams, students will be assigned to small groups to construct an analysis of a cross-sector health partnership as a model of health and social care integration and/or public-private collaboration. Topics will relate to the content covered in the course thus far, including the type, purpose and structure/philosophy of the partnership, the partners and their roles and responsibilities in the partnership, the enablers and challenges in the partnership, the impact and value of, and the sustainability of the partnership. The student team should provide evidence-informed recommendations based on their evidence-informed critical analysis of the above. This assignment consists of three parts as following:

A. Group project report outline (5%)

The team will submit an outline (2-3 pages) on identifying the partnership to complete their analysis on and the rationale for their selection. The outline should include the name of the partnership and partners, rationale for selecting the partnership, the importance of the partnership, the workplan for the final project, and the resources to be used for the final project. The bibliography may be drawn from the course readings lists but should also include additional materials/literature the team has researched independently. **This outline must be submitted both in hard copy in class (week 5) and electronically under the assignment tab on OWL. One submission per team is sufficient.**

B. Group project report (15%)

The group will submit a professional report (2000 words limit, excluding the reference and appendixes) in MS-Word format which addresses the above identified requirements. **This report should be based on the submitted outline and must be submitted both in hard copy in class (week 9) and electronically under assignment tab on OWL. One submission per team is sufficient.**

 **Note:** Both the outline and final report must meet the APA (revised 6th edition) guidelines and the following requirements:

- Title page that includes the title of assignment, student names & team number, instructor's name, course name & number, date of submission, and the words count.

C. Group project presentation (15%)

The team will be asked to make a 15-25 minutes' presentation (depending on the class size and the number of teams) either during the week 9th or 10th. The student teams are encouraged to utilize facilitation approach while presenting their report to ensure engaging the class throughout the presentation. The project presentation is designed for students 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 and the notes, must be posted on OWL (under related discussion forum) by Monday noon in advance of week 9 class to ensure the materials are available to all students who may benefit from your work.

✚ Note: The rubric for evaluating the project report and the presentation will be posted on OWL. 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 (as per the self & peer evaluation to be submitted with each component of the group project).

5. Active Participation (10%)

Given the focus on teamwork and the marks allotted to attendance, you must take part in every session (online and face to face). Regular, punctual class attendance and online discussion contribution are critical and any absence, along with repeatedly late arrivals to class and/or low/late online participation, will affect your mark. A 3% of this mark will be determined by your team members who will assess your participation in the in-class and online group activities. This will be combined with an evaluation of the student's attendance and active participation in class and online.

During the last class of the course (week 12), each student will be asked to submit an evaluation of all members of their group assessing their contribution to the in-class and online group activities.

6. Final examination (25%)

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 written (open book) exam with a combination of multiple choice, true or false, matching, short answers and/or essay written questions.

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/>