UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: HLSC
Course Title: Population Health and Strategic Management

Year: 2025
Course and Section #: 4640 x01
Credits: 3

Course Description

Examines the determinants of population health, outcomes on a community, payment models, and strategies to improve the management of healthcare resources. Highlights the importance of quality improvement, health insurance (commercial and government), concepts of risk in insurance, utilization management, patient engagement, accountable care organizations, and social determinants of health. Uses basic data analysis to apply course concepts.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information
Instructor Name: Zach Lyman

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
- Evaluate social determinants and their impact on population health.
- Explore the impact of population health outcomes upon a community.
- Analyze aspects of quality improvement programs including waste elimination.
- Explain commercial and governmental health insurance and how they influence health.
- Define the function of an accountable care organization.
- Assess the impact of patient engagement.
- Develop a strategic management plan based upon an analysis of quality improvement data.

Course Materials and Texts
- Author: Nash, Skoufalos, Fabius, Oglesby
- Title: Population Health: Creating a Culture of Wellness, Third Edition
- ISBN: 9781284166606

Course Requirements

Course Assignments, Assessments, and Grading Policy
Weekly Reflections (10 points for each one)

Excel Analysis (100 points)
You will be given three different data sets to analyze and compare.

Consulting Recommendation (100 points)
Based upon the analysis of the three Excel data sets, you will submit a 1-3 page consulting recommendation on the immediate focus the company should pursue.

The Current State of Healthcare: Cost, Quality, and Waste Literature Review (50 points)-Individually

The Current State of Healthcare: Cost, Quality, and Waste (300 points)
In a team of 4 to 5 individuals (you will be assigned this group at the beginning of the semester under the Peoples tab in canvas), you will be asked to analyze, present, and submit an executive brief on The Current State of Healthcare in terms of cost, quality, and waste.

Analyze
Spend the semester reading news articles and publications on what is going on in the area you are focusing on. Use this information as the basis for analyzing the current state of healthcare and industry trends.

Presentation and Paper
You will approach your presentation and paper as if you are consultants hired by a company in the area of your focus. The purpose of your presentation and paper is to share what you have found over the semester and provide recommendations on the steps that the company should take to stay on top of changes.

Assessments:
Midterm and Final exams

Grading Scale:
The following grading standards will be used in this class:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

Required or Recommended Reading Assignments
All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Syllabus, optimistic future of healthcare
Module 2: Population health promise
Module 3:Ch 2. Epidemiology
Module 4: Ch 3 Health equity
Module 5: Ch 4 structure, systems, and interested parties
Module 6: Ch 5 Reimbursement models to support value based care
Module 7: Ch 6 Population health and data analytics
Module 8: Ch 7 developing the workforce
Module 9: Ch 8 Health promotion and health behavior
Module 10:Ch 9 Consumer engagement and technology
Module 11: Ch 10 accountability for outcomes
Module 12: Ch 11 Changing organizational culture
Module 13: Ch 12 and 13 coordinated care delivery models, policy and advocacy
Module 14: Ch 14 building cultures of health and wellness
Module 15: Final assessment

Required Course Syllabus Statements

Generative AI
Artificial Intelligence (AI) Expectations and Requirements
Students are permitted and encouraged to utilize AI tools and resources as part of their class assignments and studies. AI can be a valuable asset for research, content generation, data analysis, and more. However, students must use these tools responsibly and ethically.
When using AI, you should:
- **Acknowledge Assistance:** Clearly indicate when and how AI tools have been used in your work. Properly cite any AI-generated content or contributions as you would with any other source.
- **Maintain Academic Integrity:** Ensure that your use of AI does not compromise the originality of your work. Avoid using AI for tasks that should be completed independently, such as exams or assignments requiring personal reflection.
- **Verify Accuracy:** Be critical of the information generated by AI, as it may not always be accurate or appropriate. Always verify and cross-check information from reliable sources.

Responsible use of AI can enhance your learning experience and provide valuable insights. However, misuse or over-reliance on AI can hinder your academic development. Use these tools thoughtfully and in alignment with the college's academic integrity policies.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct.*

Equity and Title IX
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a

scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.