The University of Western Ontario School of Health Studies Health Sciences HS4740A-001

Instructor: Dr. Savundranayagam Email: msavund@uwo.ca

Fall 2013

		and Canada: Determinants, Risk Factors and Prevention Priorities – Summary Report.
6 Sei	Sept. 25	Dubois, CA., Singh, D., & Jiwani, I. (2008). The human resource challenge in chronic care. In E. Nolte & M. McKee (Eds.), <i>Caring for people with chronic conditions: A health system perspective (pp. 143-171).</i> Maidenhead, England: Open University Press.
		Glasgow, N. Durand-Zaleski, I., Chan, E., & Rubiano, D. (2008). Decision support. In E. Nolte & M. McKee (Eds.), <i>Caring for people with chronic conditions: A health system perspective (pp. 172-194)</i> . Maidenhead, England: Open University Press. Thompson, L. J., Healey, L., & Falk, W. (2007). Harnessing collaborative technology to accelerate achievement of chronic disease management objectives for Canada. <i>Healthcare Papers</i> , 7(4), 48-53.
		or enrome disease management objectives for bandad. <i>Hearthearer apers, T</i> (+), +0.00.
7. Sej	pt. 30	We will meet in class; Groups will meet with the instructor and present their topics orally. When not meeting with the instructor, groups are to develop a draft timeline of tasks and assign individuals to specific tasks.
8. Oc	:t. 2	We will meet in class; Groups will meet with the instructor and present their topics orally. When not meeting with the instructor, groups are to develop a draft timeline of tasks and assign individuals to specific tasks.
9. Oc	st. 7	: Lorig KR, Sobel DS, Stewart AL, Brown Jr BW, Ritter PL, González VM, Laurent DD, Holman HR. (1999). Evidence suggesting that a chronic disease self-management program can improve health status while reducing utilization and costs: A randomized trial. <i>Medical Care</i> , <i>37</i> (1):5-14. Lorig KR, Ritter P, Stewart AL, Sobel DS, Brown BW, Bandura A, González VM, Laurent DD, Holman HR. (2001). Chronic Disease Self-Management Program: 2-Year Health Status and Health Care Utilization Outcomes. <i>Medical Care</i> , <i>39</i> (11), 1217

Outcomes. *Medical Care*, 39(11), 1217

	Management Using the Flinders Model. Journal of Cancer Education, 21(2):60–62.					
	Weingarten SR, Henning JM, Badamgarav E, Knight K, Hasselblad V, Gano A, Jr, et al. (2002). Interventions used in disease management programmes for patients with chronic illness - which ones work? Meta-analysis of published reports. British Medical Journal, 325(7370):925-932. Zwar, N., Harris, M., Griffiths, R. et al. (2006) <i>A Systematic Review of Chronic Disease Management.</i> Sydney: Australian Primary Health Care Institute. *					
11. Oct. 14						
12. Oct. 16						
13. Oct. 21	Morgan, M. W., Zamora, N. E., & Hindmarsh, M. F. (2007). An inconvenient truth: A sustainable healthcare system requires chronic disease prevention and management transformation. <i>Healthcare Papers, 7</i> (4), 6-23. Jiwani, I., & Dubois, CA. (2008). Canada. In E. Nolte, C. Knai & M. McKee (Eds.), <i>Managing chronic conditions: Experience in eight countries (pp. 161-181)</i> . Maidenhead, England: Open University Press.					
14. Oct. 23	Ministry of Health and Long-term Care & Ministry of Health Promotion (2008). <i>Ontario's Diabetes Strategy</i> - <i>Backgrounder</i> . http://www.health.gov.on.ca/english/providers/program/cdpm/pdf/london.pdf Go to the following site: <u>http://health.gov.on.ca/en/public/programs/diabetes/</u> Each student will be assigned to one of 3 groups. For each group/scenario, you will answer the following: How helpful is the diabetes website to you? In class, you will discuss your journov through the site (he yory specific)					
	<ul> <li>helpful is the diabetes website to you? In class, you will discuss your journey through the site (be very specific).</li> <li>You will also submit (via Sakai) a short summary (2 paragraphs) appraising the usefulness of the website.</li> <li>Consider issues such as the changes you might implement in your life (if any) as a result of the website.</li> <li>a) You are a 66 year old woman with no previous family history of diabetes.</li> <li>Your doctor has told you that you are pre-diabetic.</li> <li>b) You are a 78 year old man living with type 2 diabetes for 20 years.</li> <li>c) You are 58 year old man. You just found out you have diabetes.</li> <li>, students are encouraged to use the podium and computer to explain their findings. This activity is</li> </ul>					

	critical to your participation grades.
15. Oct. 28	
16. Oct. 30	
17. Nov. 4	Rose Peacock System Design Integration Lead South West Local Health Integration Network
18. Nov. 6	

22. Nov. 20	Gerontological Society of America: no class (Work on Presentation)		
23. Nov. 25 GSA: no class (Work on Presentation)			
24. Nov. 27	Presentation (4)		
25. Dec. 2	Presentation (2)		
26. Dec. 4	Presentation (4)		

Class attendance is mandatory. There will be one midterm and a group project. The exam will include multiple choice, true/false, and/or short answer questions. The content of examinations will be facilitated through lecture material and assigned readings. Participation during class, especially regarding readings and presentations, will be worth 10% of your final grade. In addition to group presentations, your participation grade will be assessed by your performance during class activities and discussions.

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Midterm examination = 35% (Oct. 16, 2013)

Group Project (Total = 55%)

Proposal 30% (November 18, 2013)

Peer evaluation of individual contributions 5%

Presentation = 20% (between November 18 to December 4, 2013)

Participation = 10%
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: Late assignments and/or exams will be "down graded" by 10% per 24 hours past due date/time. Assignments more than one week late will not be accepted without prior approval for emergency situations. Missing exams without prior approval or notification of emergency situations will result in an automatic zero.

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

Documentation is required for non-

: Topic (150 words) + list 3 peer-reviewed articles in APA format : Final Proposal is due All portions of this assignment are due on Owl/Sakai at 2500 words (excluding references); include word count in your submission

The group project includes 3 forms of evaluation:

- 1. Peer evaluation of individual contributions to group: 5%
- 2. Written report: 30%
- 3. Presentation: 20%

The goal of this project is to propose a community-based project/program designed to prevent and/or manage a chronic illness. In groups of <u>3-4 students</u> (depending on class size), begin with a chronic disease that your group deems is a significant problem in either the London community or another city in Ontario. Your proposal should include the following (70 points):

- Be organized around and related directly to a chronic illness of importance in a specific city:
  - Explain the scope of the chronic illness you are discussing (be specific). Do not choose diabetes or cancer because Ontario has strategies for those conditions (e.g., Ontario's Comprehensive Diabetes Strategy)
  - Optional: Interview a person with a chronic illness and report on how his/her illness has been managed and further problems prevented
- Assess the existing literature on interventions or program strategies that help to prevent and/or manage the specific chronic illness. Incorporate evidence-informed strategies into your proposed project/program. This requires the group to synthesize research results into what strategies work (and/or do not work) for a specific chronic illness and, if applicable, target population.
  - Convey what knowledge has been established on interventions that address prevention and/or management of your o3(/or)5(a)-4(nz)3(e0 0 1EAETBA a)-3(a)-3(a)-3MC

o Students must explain <u>why</u> the community-based project/program is expected

Total Points: 20; Due on Owl/Sakai 24 hours prior to presentation time. Each group will prepare a presentation that outlines the proposed project or program. The goals of presentations are to show that you can integrate key course concepts, assess key findings and share them in a concise and creative manner. Options include video clips, case scenarios, handouts, etc. If you require audiovisual equipment, please let me know so that I can make the necessary arrangements

The grading scheme for the presentation includes the process (preparation) and actual presentation delivery.

 Organization (0-5) Presented information in logical, interesting sequence which audience

Attends class regularly and <i>always</i> <i>contributes</i> to the	Attends class regularly and <i>sometimes</i>	Attends class regularly but <i>rarely</i> <i>contributes</i> to the	Attends class regularly but <i>never</i> <i>contributes</i> to the	Does not attend class regularly.
discussion by raising thoughtful questions, analyzing relevant	<i>contributes</i> to the discussion in the aforementioned	discussion in the aforementioned ways.	discussion in the aforementioned ways.	
issues, building on others' ideas,	ways.			
synthesizing across readings and discussions,				
expanding the class' perspective, and				
appropriately challenging assumptions and				
perspectives.				

Source: Eberly Center for Teaching Excellence, Carnegie Mellon University