

2021-22 Program Assessment Report
B.S. Population Health Management
Submission Deadline: October 31, 2022
to Office of Academic Excellence

Section 1 Program Mission and Educational Objectives

Program Mission: Population Health Management is an ideal program for Oregon Tech as an “innovative and rigorous applied degree program” that is focused on “application of theory to practice.” While other public health and health sciences programs educate students about community health, Oregon Tech’s PHM program transmits transferable, hands-on skills, applied to both healthcare delivery and community based prevention. Significant legislative changes to healthcare in the U.S. have produced an increasing demand for population health management in order to reduce healthcare costs and improve the efficiency and efficacy of health services. Qualified professionals are needed immediately to fill positions in patient advocacy, health and wellness coaching, research and data analysis, community health education, and federally funded disease prevention programs.

Mission Alignment: H The healthcare industry must recruit well-trained professionals with both a social science background and concrete knowledge of health and healthcare. Oregon Tech students enjoy a hands-on learning environment, at an institution committed to job placement and industry needs, with the ability to integrate multiple departments for an interdisciplinary approach.

Section 2 Program Student Learning Outcomes

PSLOs: The following objectives are designed to outline the expectations faculty have of students as well as ensure the necessary skills needed for a wide range of career options for PHM majors. These outcomes stem from the program’s mission of applied social science education based on theoretical and action-based learning opportunities. Many of the “hands on” components of the learning objectives are design for immediately use in prospective employment positions, whereas many of the theoretical social sciences learning outcomes are geared toward graduate’s ability to navigate the employment landscape (new challenges, novel ideas, critical thinking, and political maneuvering) and seek new opportunities, promotion, and engage in effective leadership. Graduates of the BPHM p00043580003006415A011E0190011E0013.0ritical thinkii

Pursue advanced degrees or training in areas of Population Health, Public Health, Sociology, Social Work Medical School, Nursing School, or Health Science-related fields.
Communicate effectively in the field of health and health care as well as everyday life.
Critically and ethically assess the role of organizations and systems that influence population health.

Section 3 Curriculum Map

Curriculum Map:

Section 4 Assessment Cycle

Performance Criteria	Assessment Method	Minimum Acceptable Performance	Results
Identifies minimum of two social factors related to the health issue	Assignment #1, rubric	75% or more	100%
Uses sociological theory to explain the relationship between social factors and observed health issue.	Assignment #1, rubric	75% or more	87%
Supports arguments related to the current trends in health issue with peer-reviewed sources.	Assignment #1, rubric	75% or more	95%

Demonstrates how the health issue 1

The top 3 continuous improvements made to the PHM program are:

- 1) **Online Courses and Quality:** we have continued to develop more online courses so that our program can ultimately be offered fully online. We are up to about 90% of our courses available in online format. Additionally faculty have overhauled six courses to be more user friendly and include more faculty presence through videos and podcasts. We used student evaluation data that indicated some of our online courses needed to be improved, and we used data in the form of student requests for the Medical Sociology minor to be online to begin the process of online offerings. We also used enrollment data to determine that online may be a Plan B due to difficulty in recruiting to Klamath Falls.
- 2) **Building Industry Partnerships in Portland:** We relocated one faculty member to the Portland Metro area to begin making industry connections in that area and offer programs there. This led to the design of the Population Health Innovation Certificate with industry collaboration, which takes the PHM-BS curriculum and levels it up to the graduate level to better serve health professionals and get the OT-PHM name out. This was based on data that indicated more PHM job opportunities in the Portland Metro area, and this expands our reach from Klamath County, which we had exclusively focused on for the first 7 years of the program.
- 3) **Curriculum Alignment with Industry:**

Provide 3 examples of student success stories for your program over the last 3 years. (For example: job placement, published papers, paper or poster presentations, participation in student competitions, industry impact, etc.)

Cord VanRiper, in the first PHM graduating cohort, decides to stay in the local area and be a leader in advancing the new field and practice of population health management. He decides to forgo medical school for a time, and gets his start at Cascade Health Alliance, now at Klamath Health Partnership as the Director of Quality. As a student he was part of multiple research projects on community health, then worked alongside PHM faculty and students at the research center, only as a professional and leader, on the Community Health Assessment.

Cally McCool, switches to PHM in the last year of her imaging program right before she was to go on externship. She was inspired by her PHM and sociology classes, and embarked on a career in public health serving her local community (being from Klamath Falls). Making several upward transitions, she is now the Operations Manager at Cascade Health Alliance. She continually picked up new PHM skills, including using her health informatics classes to become a Health Analyst, and her public health courses to translate into her time at Public Health. She represents the versatility of the PHM program and its students!

Jordan Ackernelicht, undergoes a heart transplant during her time as a student. She is part of the development of the PHM student club, and with the support of her fellow PHM students and faculty, makes it through to graduate, to then quickly go on to having her dream job as a Patient Coordinator and Navigator, and was accepted to Berkely's Public Health Masters Program.

Describe your efforts so far in closing equity gaps in your program? How have you assessed or identified equity gaps? What actions have you taken to help students achieve their potential (For example: project-based experiences, inclusivity exercises, TILT assignment instructions, etc.)?

As sociology professors, equity is a constant topic in our courses and one we discuss at length with our students, which is a benefit as there are opportunities to direct students to services and on-campus resources when available. We have various activities embedded into our program, such as the Implicit Bias Test, and whole courses, such as Health Inequality and Cultural Competency.

This year we discovered a gender equity gap, that we are in the beginning stages of discussing how to remedy. Additionally our faculty have served on the Diversity, Equity, and Inclusion

Heart conditions	Elderly	Wellness plan
High blood pressure	Hispanic	Phone intervention
Obesity	Other minority group	Survey/study
Stroke	Low SES	CAM practices
Immune disorders	Rural	Other behavior modification
Chronic pain	Veterans	Nutrition intervention
Behavioral issues	Tribes	Policy

Sample/Suggested Interview Questions:

Keep in mind that whether you do this project as a set of interviews, or as pure research, you will be assessed on the inclusion of the rubric components. Therefore, your interview questions should be designed to gather this information. You must include the answers to these questions in either format for the final project.

- What is the condition that this program targets?
- Who is the target population? What are their social factors?
- How does the program incorporate or target social factors?
- What are the barriers to health in this population?
- Where did the program come from? Who designed it?
- What people/roles are involved in the program? What are their backgrounds (education)?
- Who funds the program?
- How is the program sustainable?
- What are the program "outcomes"?
- How is the program assessed?

SOC 225 Medical Sociology
Assignment #2/Final Project
DUE DATE: Monday December 13th, 2021 @ 11:59pm on Canvas

Final Project Goals:

- 1) Integrate feedback from Assignment #1. You will turn in one document that includes revisions and the new material. **REVISIONS SHOULD BE MADE IN A DIFFERENT COLOR (BLUE).**
- 2) Propose a program to address asthma in Klamath Falls. Should be different from current programs. (Give it a good name)
- 3) Connect a Sociological Theory to the objective, strategy, or need of the program.

Project Description:

Everyone will have specific feedback on ways to improve your initial survey of Asthma. I want you to take that feedback and improve your Assignment #1. When you turn in this assignment (#2) **YOU MUST INCLUDE YOUR REVISED ASSIGNMENT #1.** All in one WORD document.

You are tasked with coming up with an idea and proposal for a program that addresses Asthma (prevention, management, care) in Klamath. You may need to know a little bit about what is currently out there.

You will need to use **SOCIOLOGICAL THEORY** to set-up the focus of your program. How does the objective of your project align with a sociological concept (Health Belief Model, Health Lifestyle Theory, Theory of Planned Behavior, Transtheoretical Model).

The focus of the project should be Asthma but you can target particular groups or address a specific issue within such as cost, awareness, treatment, housing, or whatever you want.

You should clearly identify the target population and justify **WHY** this population needs specific attention.

You should clearly state the goals of the program.

You should describe how the program would operate. (What does the program do?)

Also, where do you think this program would take place?

Are their partners in the community that might be interested in participating?

What type of resources would the program require?

You should include how the program will help people overcome potential obstacles in participating.

FINALLY (but might be needed throughout), **APPLY A SOCIOLOGICAL THEORY TO YOUR PROGRAM.**

You can use a sociological theory to justify **WHY** the program is needed.

You can use a sociological theory to justify **HOW** the program will operate.

You can use a sociological theory to justify **WHAT** the goal of you program is.

You can use a sociological theory to explain just about any part of your program.

****You do not have to explain all of these, but you must use a sociological theory in your proposal****

