



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HPAA 465

Health Services for Underserved Populations: Pre- and Post-Health Reform

(Credit Hours: 3)

Department of Health Policy and Management
School of Public Health

Fall, 2011 Syllabus

Class Location: 1304 McGavran Greenberg

Meeting Times (Thursday 5:00-8:00pm)

Faculty:	Pam Silberman, JD, DrPH	TA:
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Course Overview

This is an elective policy course offered to give students a greater understanding of programs available to serve underserved populations, and how the recently enacted Patient Protection and Affordable Care Act will impact on care provided to underserved populations. The course is divided into two sections: (1) Historical overview of publicly funded programs and new coverage options for the uninsured; (2) Impact of other changes in the Patient Protection and Affordable Care Act on underserved populations.

Learning Objectives and HPAA Competencies

<i>Course Learning Objective</i>	<i>Competencies</i>
1 Understand the history, eligibility and recent changes in the delivery of services provided by safety net programs.	Information Seeking

2	Understand Medicaid, SCHIP and Medicare Part D eligibility and coverage options, so that students can assist underserved populations in accessing needed health services.	Information Seeking Professionalism Analytical Thinking
3	Understand and be able to articulate how different implementation options within the Patient Protection and Affordable Care Act will impact on underserved populations.	Analytic Thinking Communication Skills Political Savvy
4	Work with a community groups as they strive to implement PPACA, or otherwise improve access or quality of care for underserved populations.	Analytical Thinking Innovative Thinking Professionalism
5	Achieve Objective #4 by working effectively in a team of fellow students	Accountability Team Dynamics Interpersonal Awareness
6	Gain knowledge and skills needed to develop public policies or safety net programs to address the needs of the uninsured	Professionalism Information Seeking

Resources

Website

HPAA 465 has its own website using Blackboard software. (See <http://blackboard.unc.edu>.) This readings are in the document entitled “Course Schedule, Readings, and Assignments.”.

Be sure to check that the email address Blackboard has for you is correct. Click on the “Bb Desktop” tab in Blackboard and then click on “Personal Information.” If you need to change your email address, click on “Edit Personal Information” and follow the directions. Note that you need to change your email address in both Blackboard and the On-Line Campus Directory.

Articles

Readings for each class are listed the Course Schedule, Readings, and Assignments.

Note: Under each class there are required readings and optional readings. Each student will be expected to read the required readings. The optional readings may be helpful for the class discussions.

Web Sources

There are many useful websites with information about the uninsured and underserved populations. The most common websites used for the course include:

- The Henry J. Kaiser Family Foundation (www.kff.org)
- Center for Studying Health System Change (www.hschange.com)
- Health Affairs (articles available through the UNC electronic journal holdings)
- North Carolina Institute of Medicine (www.nciom.org) (particularly useful for NC health policy information)
- Center for Budget and Policy Priorities (www.cbpp.org)

Other relevant websites are identified under specific topics throughout this syllabus. Review of websites is not required. The URLs are provided as a service.

Requirements and Expectations

Medicare Part D Analysis

Students will be given the prescription drug information for Mr. Smith (a fictional Medicare beneficiary). You will be required to go online to: <https://www.medicare.gov/MPDPF/Public/Include/DataSection/Questions/Questions.asp> and do a generalized search for the different plans that are offered in the 27713 zip code area. I want you to look at the different drug plans, and help write up a one-page description of which plan is best for him, and why. **You should look at both stand alone drug plans, and comprehensive care plans (HMO, private fee-for-service, PPOs that offer drug benefits).** This one page analysis will constitute 5% of your class grade.

The grade for the Medicare Part D analysis is based on:

- Demonstration that you explored different options including both PDPs and Medicare Advantage Plans with prescription drugs
- Analysis of whether all of Mr. Smith's drugs are on the formulary, or whether there are any other limits which could impact on his ability to obtain necessary drugs
- Discussion of different ways in which Mr. Smith could further reduce his drug costs (if any)
- Potential impact of the choice of prescription drug plans on access to other health services or
- Cogent explanation of why you chose the plan that you chose

Case Studies

The class will go over different case studies of families that need help obtaining needed health services. Through this exercise, students will learn how to determine eligibility for Medicaid and CHIP, as well as identify other appropriate safety net resources. Students will not be graded on this exercise, but similar case studies will be included on the first exam.

Exams

The first exam is in-class, closed book, and may consist of true-false, short answer, short essays, or case analysis (determining eligibility for public programs or safety net programs), and brief essay questions. The second exam will be a task home exam. Exams require students to demonstrate basic knowledge and comprehension, to apply concepts to specific problems and situations, and to analyze how changes in the health care delivery system, broader market, and Patient Protection and Affordable Care Act affect care for underserved populations. Exams cover material from required readings, lectures, and in-class discussions. The first exam covers Section I. The second exam covers Section II.

Note, to receive full credit for any question which focuses on current Medicaid and CHIP eligibility, the students must address three questions: 1) Is the individual or family categorically eligible? 2) Does the individual or family have income below the Medicaid/CHIP income eligibility limits? 3) Are the individual/family's resources below the Medicaid/CHIP resource limits? Students who do not address all three questions will not receive full credit for the answer. In addition, students will also be expected to identify potential safety net resources for families who are not otherwise eligible for public programs.

There may not be a specific "right" answer for some of the policy questions. These questions will be evaluated based on:

- Whether the student articulated a reasonable position from the perspective of their selected stakeholder group (for example, consumer groups are unlikely to support efforts that would increase the numbers of uninsured, and provider groups are unlikely to support efforts that would reduce their overall reimbursement)
- Whether the student included information from the class readings or discussion in support of their positions
- How well the student was able to articulate their perspective.

Note: In the second exam (take-home), I expect students to do research and to properly cite their sources. You can use readings from the syllabus, or from other sources. I expect you to properly cite your work (I do not care about citation style, just that you properly attribute your work to others when you use their ideas.) See section on Plagiarism and Citation below.

Group Projects

Students will work in groups of three to five students, and will work with a local community group which is attempting to expand care or improve quality of health care services to vulnerable populations. Alternatively, students may be able to work with a state agency or community group trying to implement different provisions of the Affordable Care Act. These projects may include an examination of the ACA provisions for specific underserved populations (children, people with HIV/AIDS), or new ways to expand care or improve quality of care for underserved communities. Depending on the project, the students may be required to research other successful models around the state/country; identify and review relevant literature; determine key elements needed to make the program successful; identify possible financing sources; and may be asked to conduct interviews with key stakeholders.

At the culmination of the semester, students will be expected to present the results of their small group projects. Students will write a report (to submit to the community group contact and professor), and will present the findings to the class. The report should be no less than 20 typed pages, double spaced (unless, with permission of instructor, the project necessitates a different end product). The powerpoint presentations should be about 15 minutes with 5 minutes for question and answer. The presentation and paper should summarize the work of the small group, as well as reflections on what the small group learned about ACA implementation issues or other problems facing underserved populations, and strategies to improve access or quality of care for underserved populations. The paper will constitute 25% of your grade. I expect you to properly cite your work. (I do not care about citation style, just that you properly attribute your work to others when you use their ideas.) See section on Plagiarism and Citation below.

Final papers are due by 5:00pm, Thursday, December 8, and must be submitted by email to pam_silberman@unc.edu.

Group project grades are based on the following:

- Evidence that students have thoroughly examined the workgroup's questions and explored the relevant research (if appropriate)
- Clearly written paper with topics arranged logically.
- Effectiveness of class presentation
- Logical, appropriate, recommendations in both the presentation and paper
- Peer reviews will be factored into your grades (in other words, if you don't pull your share of the project, you won't get the same grade as the others who did).

Class Participation

Students are expected to come to class prepared to participate in discussions. The course is designed to encourage interaction and debate by students both in class. Failure to participate in class discussions can affect your final grade (ie, from P+ to P, or A- to B+)

Cell Phones and Laptops

Turn off cell phones in class and during exams. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed.

Evaluation Method

Grade Components

Component	% of Grade
Exam I	35%
Exam II	35%
Medicare Part D analysis	5%
Group Project	25%
TOTAL	100%

Grading Scale

98-100	H+ or A+
94-97	H or A
90-93	H- or A-
88-89	P+ or B+
84-87	P or B
80-83	P- or B-
78-79	L+ or C+
74-77	L or C
70-73	L- or C-

UNC Honor Code, Plagiarism and Citation

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student

Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

Note: In the past, I have had students who have not properly cited when they used other people’s work (eg, using direct passages from other studies without using quotations, or paraphrasing other people’s work without giving proper attribution). I strongly encourage students to review the UNC Health Sciences Library tutorial on plagiarism and citing sources. It only takes about 15 minutes to review, and is available at:
<http://www.hsl.unc.edu/Services/Tutorials/PlagiarismTutorial/intro.html>.

Course Evaluation

The Department of Health Policy and Management is participating in the Carolina Course Evaluation System (CES), the university's online course evaluation tool, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate; open-ended comments will be shared with instructors, but not identified with individual students. Your participation in CES is a course requirement, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of your instructors.
