Course Overview

The purpose of this course is to familiarize graduate students with current key issues in the healthcare field. Topics covered cut across the areas of healthcare management and health policy. While many of these topics will also be addressed in other courses, we attempt in this course to focus on specific topics that are particularly current this year.

Learning Objectives and HPM Competencies
1. Develop a broad and current perspective about important issues in the healthcare management and health policy fields

2. Gain a measure of clarity on how the implications of current healthcare issues might affect career choices or emphases

**Requirements and Expectations**

*Class Participation*

Considerable effort was put into arranging for the guest speakers for this course and there are few course requirements; therefore, we ask you to attend all class sessions.

An attendance sheet will be distributed during each class. Please contact the course instructors if you are unable to attend a class.

*Closed Laptop Requirement*

Out of respect for our guest lecturers, we are requesting that all laptops remain closed and all attention be given to our guest lecturers.

*Read Assigned Articles*

Throughout the semester articles will be assigned and they should be read before class. During class a brief discussion of the article will occur and then groups will have time to respond to the questions assigned with the article.
Resources

Website
The HPM 601 course website can be accessed on Sakai - [https://sakai.unc.edu](https://sakai.unc.edu)

Articles
For each class session, readings will be placed on the course SAKAI site.

Evaluation Method

Grade Components

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>40%</td>
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<tr>
<td>Note: Your grade will be reduced by 5% per unexcused absence</td>
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<tr>
<td>Three group reflection papers on assigned articles. Groups should respond to at least three of the questions with each article. Responses can be written during class. Each question set will count as 20% of your grade</td>
<td>60%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Grading Scale

90 or above: H
80 to 89: P
70 to 79: L
Below 70: F
UNC Honor Code

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).

Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Course Evaluation
HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of each semester by DigitalMeasures. 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 course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

Disability Accommodation

“UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), http://accessibility.unc.edu; phone 919-962-8300 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.”

Course Evaluation:

“HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of the semester by Scantron Class Climate. 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 course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.”