



# HPM 352

## Introduction to Health Services Systems, II

(Credit Hours: 3)

*Department of Health Policy and Management*  
Gillings School of Global Public Health

Spring 2019 Syllabus  
Class Location: 2308 McGavran-Greenberg  
Meeting Times: 2:0-3:15, Tues/Thurs

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Hours: By appointment	Hours: By appointment

## Course Overview

HPM 350, in conjunction with HPM 352, is designed to provide students with an overview of the U.S. health system. HPM 352 specifically reviews mental and oral health, workforce, pharmaceuticals, the different settings in which healthcare is provided, healthcare quality issues, and major proposals for addressing problems in the U.S. healthcare system.

In addition, HPM 352 is designed to introduce students to careers in the field of health policy and management and help students develop the professionalism, including communication and teamwork skills, necessary to be successful in this field.

## Learning Objectives and Competencies

	Course Learning Objective	BSPH Program in Health Policy & Management Competencies
	<i>By the time students finish this course, they should be able to...</i>	<i>Through this course, students will further develop the following knowledge, skills, and abilities...</i>
1	Describe and discuss issues related to healthcare workforce, cost, and quality.	Health Industry Knowledge Research, Analysis & Problem Solving Skills
2	Identify major sites, providers, and types	Health Industry Knowledge

	of healthcare.	
3	Develop an issue brief that reviews background, issues, stakeholders, and solutions to a current healthcare topic.	Health Industry Knowledge Research, Analysis & Problem Solving Skills
4	Produce effective written documents with a team.	Communication & Teamwork Skills

## Resources

The HPM 352 course website can be accessed on Sakai.

### *Course Resources*

Students will be asked to review a large variety of resources, including scholarly journal articles, industry reports, government publications, documentaries, podcasts, and more. All resources are available through the course reserves link, which requires an ONYEN login. Additional materials that are added throughout the semester will be publicly available online.

From HPM 350, students should also have [The Healthcare Handbook: A Clear and Concise Guide to the United States Healthcare System \(2<sup>nd</sup> ed.\)](#) by Elisabeth Askin and Nathan Moore.

The UNC Writing Center is available to help students. They have information on their website at <http://writingcenter.unc.edu/handouts/>.

***Note: New data are constantly being released, and new regulations and laws are constantly being implemented. In an effort to keep the readings as up to date as possible, some readings that are currently on the schedule may be replaced. Material will only be added if it is publicly assessable. Readings will be finalized at least a week before class.***

# Requirements and Expectations

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## Exams (20% each)

There will be two timed, in-class exams. The exams are designed to evaluate students' accomplishment of the learning objectives detailed in the course schedule, and **will cover material from required readings and class lectures and discussions**. The mid-term will cover material from the first half of the semester. The final will primarily cover material from the second half of the semester but a few questions may require utilization of cumulative knowledge. Questions may include true/false, multiple-choice, and short-answer. Students may not reference any class materials during the exams (i.e. notes, readings, presentations, etc.). Both exams will be taken on Sakai.

## Team Paper: Does the U.S. have a health care system? (18%)

Teams (as assigned in 350) will write a paper based on the outline that was submitted at the end of the fall semester. The paper is a position paper on the topic "Does the U.S. have a healthcare system?" To answer this question, you should use Merriam-Webster's definition of a system: "group of related parts that move or work together"[1] There is no right or wrong position. Rather, the paper will be graded based on the strength of the argument presented, including the extent to which the factual information included in the paper supports the chosen position, while considering facts that support the opposing position.

The body of the paper should be 10-12 pages, excluding references. In addition, a ½-1 page executive summary should be included at the beginning of the paper. Formatting requirements: double spaced, 1" margins, Times New Roman 12 point font, page numbered, references at the end.

More detail on the paper and the grading rubric can be found under the "assignments" tab in Sakai.

**Date due:** Paper should be submitted in Sakai no later than 11 p.m. on Wednesday, February 27. Only one member of each teams needs to submit.

## Individual Writing Project (20%)

Students will work individually to write a briefing paper. The scenario is:

You are a legislative aide to a new congresswoman. In the short time since she has been on the job, she has heard from many constituents about problems with a certain topic, and a group of them are scheduled to visit. Your boss knows nothing about the subject, and has asked you to write a 3-page briefing paper that she will read prior to the visit. Her attention span is short—you absolutely must stay within the requested page limit, or she will not read it (and not think

favorably about you).

Because your boss knows nothing about the issue, she is not providing any guidance about what you should include in your paper. (Note: this is what you will encounter in the real world). You must provide her with:

1. Who the stakeholders are and what their concern is
2. Background on the subject to quickly bring her up to speed
3. Whether the literature suggests the stakeholders' concern is valid, and, if relevant, what programs are already in place that address the stakeholders' concern
4. Who other major stakeholders are and their position on the subject
5. Whether solutions are something within Congress' purview, or need to be handled at the state level
6. Anything Congress/federal government has already done to address the issue
7. Anything else you think is important for a Congressperson to know

Students must choose one of the topics provided in the assignment description in Sakai. The paper should incorporate information covered in class and the required readings. Depending on the topic chosen, you may want to also include information covered in HPM 350, but this is not required. Some additional research will likely be necessary, and *all* sources used should be cited (including readings for class).

Formatting requirements, samples of excellent papers, and a grading rubric are posted on Sakai. Similar to last semester, the quality of the writing will be an important component of the grade.

***Date due:*** Brief is due in Sakai at 11 p.m. on Sunday, March 31.

### *New Team Presentation (12%)*

Over the year you will learn many of the ways that health care delivery in our country is effective, and also many aspects that are less than optimal. Making change is complex, as we have many competing interests, diverse stakeholders, many model options, and a vast range of opinions as to how and to whom health care services should be delivered, the constellation of provider options for a given service, and how services should be financed.

Student will work in new teams (not the team you wrote your paper with) to identify their top *feasible* recommendation for improving health in the United States. Teams will present these recommendations during class on April 23 and 25. Teams will be given 10 minutes to make their presentation, and 5 minutes for Q&A (for a total of 15 minutes per group). Teams should have no more than 10-12 slides (including title slide and one slide of resources) for their presentation.

As part of your presentation you should address:

- The health or health care problem you are seeking to address, including the targeted population (if your strategy has one).

- The strategy for making improvement. This should be detailed enough for the audience to understand what you are proposing. As an example, it would not be sufficient to say that the US should ensure that everyone has health insurance coverage. It would be sufficient to say that health insurance should be provided to everyone by expanding Medicare to cover everyone and pay for this through the tax system or by a combination of public and private insurance schemes to be described by you.
- The challenges that would need to be overcome for implementation of your strategy, including identification of the critical stakeholders and what their likely position would be
- Who would be responsible for paying for your recommendation if it has a cost (rather than is a cost-saving strategy), and who would implement it

You are free to research and use ideas that other experts have identified as potential solutions to the problem that you are trying to address. A grading rubric is posted on Sakai.

All students will evaluate other teams' presentations on Sakai, so please bring your laptops to class on presentation days. Note that your comments will be shared with the team being evaluated, but they will be anonymous. Peer evaluation is worth 5% of the total team grade. If you do not evaluate your peers you will receive a zero for this portion of the grade.

**Deadline:** Your PowerPoint presentation must be submitted by 11:00 p.m. on Sunday, April 21.

### Peer Evaluation (10%)

Students will be evaluated by their peers twice. Graded aspects will include the extent to which the team member actively participated, whether tasks were accomplished on time, whether work reflected an acceptable level of thought and effort, and the extent to which the team member was supportive of others in the group.

The first evaluation will occur after the group paper is handed in (5%). Individuals who did not receive 100% in the fall are strongly encouraged to consider the comments of their teammates from last semester. Evaluations can be completed between February 26 and March 4. In order to receive credit, students must complete evaluations on all of their team members.

At the end of the semester, presentation team members will evaluate the contributions of all members of the team (5%). Evaluations can be completed between April 25 (after class) and May 1. In order to receive credit, students must complete evaluations on all of their team members.

### Cell phones and Laptops

Turn off cell phones during classes and exams. Laptop use will be discussed during the first class. There is nothing that kills discussion more than surfing the web during class. It distracts

the students sitting near you, and also the instructor.

Recording class

Recording of class is strictly prohibited unless you have explicit permission from the instructor.

## Evaluation Method

### *Grade Components*

Component	% of Grade
Team paper: Does the U.S. have a health care system?	18%
Midterm Exam	20%
Individual Brief	20%
Final Exam	20%
Team presentation	12%
Peer evaluation 1	5%
Peer evaluation 2	5%
TOTAL	100%

### *Grading Scale*

94 or above: A  
90 to 93: A-  
87 to 89: B+  
83 to 86: B  
80 to 82: B-  
77 to 79: C+  
73 to 76: C  
70 to 72: C-  
67 to 69: D+  
63 to 67: D  
60 to 62: D-  
Below 60: E

Notes:

- (a) Final course grades are rounded up if .5 or above, e.g. a final course grade of 89.5 will receive an A-, a final course grade of 89.4 will receive a B+.
- (b) Exams will only be rescheduled if an official exam excuse is provided.

- (c) Late assignments will be penalized 10% per day unless an approved/certified excuse is provided. After 3 days, the grade will be zero.

## **UNC Honor Code**

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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**

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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**

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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.

## **Accommodations**

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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, email [accessibility@unc.edu](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.