Syllabus
HPM 350: Introduction to Health Services Systems 1
Fall 2019
3 Credits | Residential

Course Description
HPM 350 and 352 provide an overview of the United States health system. HPM 350 reviews the organization, management, and financing of the United States health system and the resources required to provide health services. Both courses introduce students to careers in the field of health policy and management.

Prerequisites
None

Instructor
Melanie Studer, PhD
Assistant Professor
Health Policy and Management
McGavran-Greenberg 1106C
919-843-2576
Melanie_Studer@unc.edu

Teaching Assistant
Sophie Ravanbakht
PhD student
Health Policy and Management
snravan@email.unc.edu

Office Hours: Melanie and Sophie are both available by appointment.

Course Website: https://sakai.unc.edu/welcome/. Use your ONYEN and password.

Class Days, Times, Location:
T/Th 9:30 – 10:45 in McGavran-Greenberg 1304

Course Overview
HPM 350, in conjunction with HPM 352, is designed to provide you with an overview of the U.S. health system. HPM 350 is organized into four units:

Unit 1: Introduction to health systems
This unit will introduce you to health systems, including the purpose or goals of a health system and the current performance of the U.S. health system.
Unit 2: How is the U.S. health system organized and managed?
This unit covers the major stakeholders in the U.S. health system and the forces that control and influence the way the system operates, such as legislation and regulation (including the Affordable Care Act).

Unit 3: How is the U.S. health system financed?
This unit covers topics such as health care expenditures in the U.S. and health insurance, including private insurance, Medicare and Medicaid.

Unit 4: What resources are required for the delivery of health services?
This unit will introduce you to key inputs or health system resources, such as the health workforce, pharmaceuticals and medical technology.

This course is also designed to help you develop the professionalism, communication and teamwork skills you will need in the field of health policy and management and, through the inclusion of guest speakers, introduce you to careers in the field.

Course Resources
This course uses a variety of readings and resources including scholarly journal articles, reports, issue briefs and more. Required readings and resources will be posted on Sakai and are indicated on the detailed course schedule included in the Appendix.


Course Format
This course includes a combination of (a) interactive lectures, small group discussions and in-class activities, which cover foundational knowledge about the U.S. health care system, (b) skill workshops, to help you develop skills you will need for Team Project, and (c) guest speakers who will share their experiences in the field of health policy and management.

Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final Course Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>20%</td>
<td>Thursday 10/10</td>
</tr>
<tr>
<td>Exam #2</td>
<td>20%</td>
<td>Tuesday 12/10 @ 8am</td>
</tr>
<tr>
<td>Issue Brief: Initial Submission</td>
<td>5%</td>
<td>Tuesday 10/1 @9:30am</td>
</tr>
<tr>
<td>Issue Brief: Final Submission</td>
<td>10%</td>
<td>Tuesday 11/5 @9:30am</td>
</tr>
<tr>
<td>Team Project</td>
<td>40%</td>
<td>See Team Project Guidelines</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
**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

Note: Final course grades are not rounded up, e.g. a final course grade of 89.8 will receive a B+.

**Assignment Descriptions**
Below are brief descriptions of the assignments you will be completing in this course. Additional details regarding the exams will be discussed in class and more detailed guidelines and grading rubrics for the Issue Brief and Team Project will be posted on Sakai.

**Exams**
There will be two in-class exams in this course. The exams are designed to evaluate your accomplishment of the learning objectives detailed in the course schedule, and will cover materials from the required readings, class lectures and discussions.

The first exam is scheduled midway through the semester and covers content from the first half of the course. The second exam is scheduled during the final exam period and primarily covers content from the second half of the course (including the team presentations) but a few questions may require you to use knowledge you have acquired across the semester.

**Issue Brief**
You will prepare an Issue Brief in this course. The Issue Brief will challenge you to apply the knowledge you have learned in the course and analyze and evaluate current issues and trends in the field of health policy and management. The Issue Brief also provides you with an opportunity to practice your written communication skills and serves as the primary means of evaluating individual student writing in this course.

You will submit your Issue Brief twice:

1. Initial submission: You will prepare your initial submission independently and submit your best draft in the middle of the semester.
2. Final submission: You will have the opportunity to address feedback on your initial submission before submitting your final draft near the end of the semester.
Ideally, each of you will leave the course with a strong final product and individual writing sample that you could share with a prospective employer.

**Team Project**
Throughout HPM 350 and 352, you will work with a team to thoroughly examine a problem in the U.S. health care system. In HPM 350, teams will conduct research to gain an in-depth understanding of the problem. In HPM 352, teams will conduct research to identify and examine best practices for addressing the problem.

This is a long-term, team-based project that will challenge you to develop in-depth knowledge of a specific problem and develop skills that are necessary to be successful in the field of health policy and management.

**Competencies, Learning Objectives and Assessments**
This course is designed to help you develop the competencies listed in the table below. Specific learning objectives for each competency are included in the detailed course schedule in the Appendix.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the organization, financing, management and performance of the U.S. health system</td>
<td>– Exam 1</td>
</tr>
<tr>
<td></td>
<td>– Exam 2</td>
</tr>
<tr>
<td></td>
<td>– Issue Brief</td>
</tr>
<tr>
<td></td>
<td>– Team Project</td>
</tr>
<tr>
<td>Demonstrate attitudes and behaviors consistent with a professional environment</td>
<td>– Team Project</td>
</tr>
<tr>
<td>Perform effectively on teams</td>
<td>– Team Project</td>
</tr>
<tr>
<td>Communicate public health information, in both oral and written forms, through a variety media and to diverse audiences</td>
<td>– Issue Brief</td>
</tr>
<tr>
<td></td>
<td>– Team Project</td>
</tr>
<tr>
<td>Locate, use, evaluate and synthesize public health information</td>
<td>– Issue Brief</td>
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<tr>
<td></td>
<td>– Team Project</td>
</tr>
</tbody>
</table>
What you can expect from the instructor and teaching assistant in this course:

Email
We will typically respond to email within 24 hours if sent Monday through Friday. We may respond to email on the weekend, but it is not guaranteed. If you receive an out of office reply when emailing, it may take longer to receive a reply. We will provide advance notice, if possible, when we will be out of the office.

Grading
We will grade and return assignments within two weeks of the due date.

Inclusive Excellence
In this course, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways:

• Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of all students.
• Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
• Encourage and solicit feedback from students to continually improve inclusive practices.

What we expect of you in this course:

Attendance and Participation
Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent for more than one class session, please notify the instructor, Dr. Studer.

Readings
Assigned readings should be completed before class.

Questions and Concerns
Please direct any course-related questions and concerns to the instructor, Dr. Studer.

Inclusive Excellence
In this course, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways:

• Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
• Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
• Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone’s learning.
• Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives.
Submitting Assignments
Submit all assignments in Sakai. Emailing assignments is not acceptable unless specifically indicated in the assignment instructions or if you experience technical issues.

Please know that your instructor and TA cannot resolve technical issues, but it’s important to notify them if you are experiencing issues. If you have problems submitting an assignment in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to submit your assignment and the problem you experienced
2. Email your teaching assistant, Sophie with the information you sent to ITS and attach your assignment

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by online help request at http://help.unc.edu/help/olhr, or by UNC Live Chat at http://help.unc.edu/chat.

Late Work
Late assignments will be penalized 25% per day unless the instructor, Dr. Studer has provided an approved extension in advance. Extension requests received after the due date will not be considered except under exceptional circumstances.

Honor Code
To ensure effective functioning of the Honor System at UNC, students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- Complete all assignment independently, with the exception of the Team Project.
Appendix

Additional Resources and Policies

Accessibility at UNC Chapel Hill
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), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Counseling and Psychological Services at UNC Chapel Hill
CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Gillings School Diversity Statement
We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School's environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our Diversity and Inclusion webpages:
- Diversity and Inclusion: https://sph.unc.edu/resource-pages/diversity/
- Minority Health Conference: http://minorityhealth.web.unc.edu/
- National Health Equity Research Webcast: https://sph.unc.edu/mhp/nat-health-equity-research-webcast/

Gillings School Office of Student Affairs
https://sph.unc.edu/students/osa/

Honor Code
As a student at UNC Chapel Hill, you are bound by the university's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and
excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct (https://studentconduct.unc.edu/) or review the following resources:

- Honor System
  https://studentconduct.unc.edu/honor-system
- Honor system module
  https://studentconduct.unc.edu/students/honor-system-module
- UNC Library’s plagiarism tutorial
  https://guides.lib.unc.edu/plagiarism
- UNC Writing Center’s handout on plagiarism
  https://writingcenter.unc.edu/tips-and-tools/plagiarism/

LGBTQ Center
https://lgbtq.unc.edu/

Non-Discrimination Policies at UNC Chapel Hill
https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/

Ombuds
https://ombuds.unc.edu/

Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill
https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

Title IX at UNC Chapel Hill
Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at 919-966-3658, or the Gender Violence Services Coordinators (confidential) Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Center
https://writingcenter.unc.edu/
### Detailed Course Schedule

The instructor reserves the right to make changes to the schedule. Any changes will be announced as early as possible.

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Tuesday August 20, 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Unit 1: Introduction to health systems</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>Introduction and course overview</td>
</tr>
</tbody>
</table>
| **Learning Objectives** | • Describe the course objectives, organization and resources  
• Describe course assignments, what is expected of students and how to get help |
| **Readings and Resources** | • HPM 350 syllabus |

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Thursday August 22, 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Unit 1: Introduction to health systems</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>Introduction to health systems</td>
</tr>
</tbody>
</table>
| **Learning Objectives** | • Define a health system  
• Describe the purpose or goals of a health system  
• Describe the framework we will be using in this course to describe and analyze the U.S. health system |
| **Readings and Resources** | • None |

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Tuesday August 27, 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Unit 1: Introduction to health systems</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>Introduction to health system performance</td>
</tr>
</tbody>
</table>
| **Learning Objectives** | • Describe the different dimensions of health system performance  
• Discuss the current performance of the U.S. health system |
• Peterson-Kaiser Health System Tracker.  
• Commonwealth Fund. [Health System Data Center](https://www.commonwealthfund.org/data-center)  
• OECD. 2017. [Health at a Glance](https://www.oecd.org/health/health-systems/health-at-a-glance.htm) |

Please look at the types of information available through the following resources:

• Peterson-Kaiser Health System Tracker.
• Commonwealth Fund. Health System Data Center.
### Session 4  
**Thursday August 29, 2019**  
**Unit**  
Unit 1: Introduction to health systems  
**Topic**  
Introduction to the Team Project  
**Learning Objectives**  
- Identify the learning objectives and deliverables for the team project  
**Readings and Resources**  
- Team project guidelines  
- Atul Gawande. TED2012. *How do we heal medicine?* [Please pay particular attention when Dr. Gawande discusses the three ‘skills’ needed to improve the U.S. health system.]  

### Session 5  
**Tuesday September 3, 2019**  
**Unit**  
Unit 1: Introduction to health systems  
**Topic**  
Introduction to the determinants of health  
**Readings and Resources**  
**Optional**  
- If you enjoyed Rebecca Onie’s TedTalk, you may want to view her 2018 talk, *What Americans agree on when it comes to health*  

### Session 6  
**Thursday September 5, 2019**  
**Unit**  
Unit 2: How is the U.S. health system organized and managed?  
**Topic**  
Health system organization
### SPHG 351: The public health system in the U.S. covered on 9/11

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>• Identify the major stakeholders in the U.S. health system and (begin to) describe their roles, responsibilities and relationships</td>
</tr>
<tr>
<td>• Discuss the complexity of the U.S. health system</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Readings and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>I encourage you to explore the US DHHS website. Specifically:</td>
</tr>
<tr>
<td>(1) Review the operating divisions and identify their priorities and responsibilities: <a href="https://www.hhs.gov/about/agencies/hhs-agencies-and-offices/index.html">https://www.hhs.gov/about/agencies/hhs-agencies-and-offices/index.html</a></td>
</tr>
<tr>
<td>(2) Review the five strategic goals outlined in the current strategic plan: <a href="https://www.hhs.gov/about/strategic-plan/index.html">https://www.hhs.gov/about/strategic-plan/index.html</a></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Textbook</th>
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<tbody>
<tr>
<td>For Unit 2:</td>
</tr>
<tr>
<td>• The Health Care Handbook. Chapter 5: Policy and Reform.</td>
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</table>

### Session 7  Tuesday September 10, 2019

<table>
<thead>
<tr>
<th>Unit</th>
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<tbody>
<tr>
<td>Unit 2: How is the U.S. health system organized and managed?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health system management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and describe key examples of U.S. health services legislation</td>
</tr>
<tr>
<td>• Describe how regulation influences the operation of the U.S. health system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readings and Resources</th>
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</thead>
<tbody>
<tr>
<td>Consider the following different perspectives on health care regulation:</td>
</tr>
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<table>
<thead>
<tr>
<th>Textbook</th>
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</thead>
<tbody>
<tr>
<td>For Unit 2:</td>
</tr>
<tr>
<td>• The Health Care Handbook. Chapter 5: Policy and Reform.</td>
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</tbody>
</table>

### Session 8  Thursday September 12, 2019

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Communication skills workshop: business writing</td>
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</table>

| SPHG 351: Essential features of effective writing in public health covered on 9/13 |

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>• Identify and describe the elements of good business writing, including best practices for email communications</td>
</tr>
<tr>
<td>• Discuss the importance of correctly citing sources and describe the expectations for citing sources in this course.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Readings and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• LinkedIn Learning. <a href="https://www.linkedin.com/learn/business-writing-fundamentals">Business Writing Fundamentals</a></td>
</tr>
<tr>
<td>Additional resources you may find helpful:</td>
</tr>
<tr>
<td>• LinkedIn Learning. <a href="https://www.linkedin.com/learn/business-etiquette-phone-email-and-text">Business Etiquette: Phone, Email and Text</a></td>
</tr>
<tr>
<td>• LinkedIn Learning. <a href="https://www.linkedin.com/learn/writing-email">Writing Email</a></td>
</tr>
</tbody>
</table>
### Session 9  
**Tuesday September 17, 2019**

**Unit**  
Unit 3: How is the U.S. health system financed?

**Topic**  
Health expenditures

**Learning Objectives**
- Describe health care expenditures in the U.S.: how much is being spent, on what, who is paying, and what are the trends over time
- Discuss the reasons for high and rising health care expenditures and why it is concerning

**Readings and Resources**
- Anderson, G. et al. 2019. *It’s Still the Prices, Stupid: Why the US Spends So Much On Health Care, And A Tribute To Uwe Reinhardt*, *Health Affairs*.

**Textbook**
For Unit 3:  

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### Session 10  
**Thursday September 19, 2019**

**Unit**  
Unit 3: How is the U.S. health system financed?

**Topic**  
Health insurance 101

**Learning Objectives**
- Discuss why health insurance is important
- Describe how individuals and families in the U.S. obtain health insurance
- Define what it means to be underinsured
- Discuss key insurance concepts, including risk pooling, adverse selection and moral hazard
- Identify and describe different types of health insurance plans
- Distinguish between fully-insured and self-insured health insurance plans

**Readings and Resources**
- Glass, I. October 16, 2009. This American Life (PBS) *Someone else’s money. Act two: Let’s take your medical history.*

**Textbook**
For Unit 3:  

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### Session 11  
**Tuesday September 24, 2019**

**Unit**  
Unit 3: How is the U.S. health system financed?
<table>
<thead>
<tr>
<th>Topic</th>
<th>How health insurance works (activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>• Define key health insurance terms, such as premium, cost-sharing, deductible, copay, coinsurance, out-of-pocket maximum, in-network and out-of-network&lt;br&gt;• Discuss the implications of receiving care out-of-network&lt;br&gt;• Examine and correctly interpret an Explanation of Benefits (EOB)&lt;br&gt;• Describe why patients do not necessarily pay the same price for the same service.</td>
</tr>
<tr>
<td>Readings and Resources</td>
<td>• Take this quiz to see how well you understand health insurance: Health Insurance Quiz&lt;br&gt;• Kaiser Family Foundation. 2014. Health Insurance Explained – The YouToons Have It Covered.&lt;br&gt;• NPR Special Series. Bill of the Month.&lt;br&gt;• Seervai, S. The Commonwealth Fund. April 5, 2019. Surprise! It’s a $164,000 Bill for Your Heart Attack.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Session 12</th>
<th>Thursday September 26, 2019</th>
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</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Unit 2: How is the U.S. health system organized and managed?</td>
</tr>
<tr>
<td>Topic</td>
<td>Introduction to the Affordable Care Act&lt;br&gt;Confirmed guest speaker: Dr. Becky Slifkin</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>• Describe the primary goals of the ACA and key provisions designed to achieve these goals</td>
</tr>
<tr>
<td>Readings and Resources</td>
<td>• Kaiser Family Foundation. 2013. Summary of the Affordable Care Act.&lt;br&gt;• Rand. The Affordable Care Act in Depth.</td>
</tr>
<tr>
<td>Textbook</td>
<td>For Unit 2:&lt;br&gt;• The Health Care Handbook. Chapter 5: Policy and Reform.</td>
</tr>
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<table>
<thead>
<tr>
<th>Session 13</th>
<th>Tuesday October 1, 2019</th>
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</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Unit 3: How is the U.S. health system financed?</td>
</tr>
<tr>
<td>Topic</td>
<td>Medicaid</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>• Describe the key features of the Medicaid program, including eligibility, covered services and financing&lt;br&gt;• Discuss some of the key challenges facing the Medicaid program</td>
</tr>
</tbody>
</table>
Session 14 | Thursday October 3, 2019
---|---
**Unit** | Unit 3: How is the U.S. health system financed?

**Topic** | Medicaid transformation and expansion in NC
**Confirmed guest speaker:** Madhu Vulimiri

**Learning Objectives**
- Discuss the goals for Medicaid transformation in NC and what it means for Medicaid beneficiaries
- Describe the intent of the ACA Medicaid expansion
- Discuss the early outcomes of Medicaid expansion in other states

**Readings and Resources**
- Thompson, E. July 12, 2019. *Medicaid expansion is at the heart of the budget fight. Here’s what it means for NC.* *Politifact North Carolina.*

**Textbook**
- For Unit 3:

Session 15 | Tuesday October 8, 2019
---|---
**Unit** | Unit 3: How is the U.S. health system financed?

**Topic** | Medicare

**Learning Objectives**
- Describe key features of the Medicare program including eligibility, covered services and financing
- Distinguish between the four different Medicare programs, i.e. Parts A, B, C & D
- Discuss some of the key challenges facing the Medicare program today

**Readings and Resources**
- Cubanski, J. et al. 2015. *Visualizing Health Policy: Medicaid and Medicare at 50.* and *Medicaid and Medicare Trends and Challenges.* *JAMA.*

**Textbook**
- For Unit 3:
<table>
<thead>
<tr>
<th>Session 16</th>
<th>Thursday October 10, 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Midterm exam</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Session 17</th>
<th>Tuesday October 15, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Team project check-in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday October 17, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Class: Fall Break</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 18</th>
<th>Tuesday October 22, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Unit 3: How is the U.S. health system financed?</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>Health insurance marketplaces</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>Describe the purpose and structure of the ACA's health insurance marketplaces</td>
</tr>
</tbody>
</table>
• You are also encouraged to explore HealthCare.gov, specifically the information available under the 'See Topics' tab. |
| **Textbook** | For Unit 3:  

<table>
<thead>
<tr>
<th>Session 19</th>
<th>Thursday October 24, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Unit 3: How is the U.S. health system financed?</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>The uninsured</td>
</tr>
</tbody>
</table>
| **Learning Objectives** | Identify the populations that remain uninsured after the implementation of the ACA  
• Discuss the effects of uninsurance |
| **Readings and Resources** | Take this quiz to see how much you know about the uninsured: Uninsured Quiz  
• United States Census Bureau. September 2018. Who are the uninsured?  
## Session 20

**Tuesday October 29, 2019**

<table>
<thead>
<tr>
<th>Topic</th>
<th>How is the U.S. health system financed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td>Unit 3: How is the U.S. health system financed?</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>Distinguish between different reimbursement models and discuss the pros and cons of each model. Describe the different ways physicians and hospitals are paid. Define important terms, e.g. CPT, DRG.</td>
</tr>
</tbody>
</table>

**Textbook**  
For Unit 3:  

## Session 21

**Thursday October 31, 2019**

<table>
<thead>
<tr>
<th>Topic</th>
<th>The ACA today (Confirmed guest speaker: Becky Slifkin)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>Identify major legal and implementation challenges associated with the ACA. Discuss major criticisms of the legislation from the left and the right. Describe how well the ACA is performing, i.e. is the legislation achieving its goals? Discuss the future of the ACA.</td>
</tr>
</tbody>
</table>

**Textbook**  
For Unit 3:  

## Session 22

**Tuesday November 5, 2019**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Communication skills workshop: effective presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>Describe how to develop and deliver an effective PowerPoint presentation. Describe strategies for preparing for and responding to questions from the audience.</td>
</tr>
<tr>
<td><strong>Readings and Resources</strong></td>
<td>LinkedIn Learning. <em>Presenting as a team</em>.</td>
</tr>
</tbody>
</table>

SPHG 351: Communicating with non-expert audiences outside of public health covered on 11/8

**Textbook**  
For Unit 3:  
### Session 23

**Thursday November 7, 2019**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit 4: What resources are required for the delivery of health services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Medical technology</td>
</tr>
</tbody>
</table>
| Learning Objectives | • Describe the different types of medical technology, including pharmaceuticals, medical devices, and medical and surgical procedures  
• Discuss the promise and peril of medical technology  
• Describe comparative effectiveness research and discuss the potential benefits and associated concerns |
| Textbook | • The Health Care Handbook. Chapter 4: Research, Pharmaceuticals, and Medical Devices |

### Session 24

**Tuesday November 12, 2019**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit 4: What resources are required for the delivery of health services?</th>
</tr>
</thead>
</table>
| Topic| The pharmaceutical industry  
Confirmed guest speaker: Dr. Michael Markowitz |
| Learning Objectives | • Describe the history, key players and regulatory environment of the pharmaceutical industry  
• Describe the drug development process  
• Discuss current policy issues related to pharmaceuticals |
| Textbook | • The Health Care Handbook. Chapter 4: Research, Pharmaceuticals, and Medical Devices |

### Session 25

**Thursday November 14, 2019**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit 4: What resources are required for the delivery of health services?</th>
</tr>
</thead>
</table>
| Topic| The health workforce  
Confirmed guest speaker: Erin Fraher |
| Learning Objectives | • Describe the importance of the health workforce (and workforce planning) to the effective functioning of the U.S. health system |
- Describe how the health workforce needs are evolving
- Discuss current issues with the health workforce


| Textbook                                     | The Health Care Handbook. Chapter 6: Health Care Providers

| Session 26                                   | Tuesday November 19, 2019
| Topic                                        | Team presentations: Teams 1, 2 & 3

| Session 27                                   | Thursday November 21, 2019
| Topic                                        | Team presentations: Teams 4, 5 & 6

| Session 28                                   | Tuesday November 26, 2019
| Topic                                        | Team presentations 7 & 8

| Thursday November 28, 2019                   | No Class: Thanksgiving Break

| Session 29                                   | Tuesday December 3, 2019
| Topic                                        | Course wrap-up

| Tuesday December 10, 2019                    | Final Exam: 8am – 11am