THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HPM 350
Introduction to Health Services Systems
(Credit Hours: 3)
Department of Health Policy and Management
Gillings School of Global Public Health

Fall 2017 Syllabus
Class Location: 228 Rosenau
Meeting Times: 9:30-10:45, Tues/Thurs

Faculty:	Becky Slifkin, MHA, PhD	TA:	Sheila Patel
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Hours:	By apptiontment	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 350 specifically reviews determinants of health, public health, public and private insurance, and the Affordable Care Act.

In addition, HPM 350 and 352 are 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**
	By the time students finish this course, they should be able to…	*Through this course, students will further develop the following knowledge, skills, and abilities…*
1	Describe, discuss, and analyze the determinants of health and the health of the U.S. population.	Health Industry Knowledge Research, Analysis & Problem Solving Skills
2	Understand factors that are critical to the	Health Industry Knowledge

	analysis of the performance of health care delivery in the U.S.	Research, Analysis & Problem Solving Skills
3	Describe, discuss, and analyze the current organization, financing, and management of health care delivery in the U.S.	Health Industry Knowledge Research, Analysis & Problem Solving Skills
4	Work effectively with a team of fellow students to understand whether health care delivery in the U.S. constitutes a "system."	Health Industry Knowledge Research, Analysis & Problem Solving Skills Communication & Teamwork Skills Professionalism
5	Produce effective written documents and deliver effective oral presentations.	Communication & Teamwork Skills

Resources

Course Website

The HPM 350 course website can be accessed on Sakai.

Course Resources

Students in HPM 350 should obtain a copy of The Healthcare Handbook: A Clear and Concise Guide to the United States Healthcare System (2nd ed.) by Elisabeth Askin and Nathan Moore. In addition to the UNC bookstore, this book can be obtained online in hard copy or digital versions. We will be using this book in both the fall and spring semesters. Reading assignments are given both as page numbers and digital locations.

Students will be also be asked to review a large variety of resources, including scholarly journal articles, industry reports, government publications, documentaries, podcasts, and more. Most of these resources are publicly available online and are provided in the "Course Reserves" tab in Sakai (note: the reserves can be very slow to load.).

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

Exams

There will be two timed, in-class exams. Both exams will be given on sakai. 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.).

There is also a short quiz at the beginning of the semester on plagiarism. The quiz is accessible under the "quiz" tab in Sakai. It can be taken at any time, but must be completed by Monday, August 28th at 11 p.m.

Team Assignments

There are three team assignments. Thsee are described in the "Assignments" tab on Sakai. Teams will be assigned at the very beginning of the semester, and you will stay with this group through HPM 352 in the spring.

There are a number of spaces throughout the School of Public Health where groups can meet. In addition, the Health Sciences Library has 20 group study rooms, some of which can be reserved in advance. For more information, go to: http://hsl.lib.unc.edu/reserve-room.

Team Performance and Peer Evaluation

Peer evaluation is important feedback on students' performance as members of a team. There are three graded activities related to team functioning:

- Team Charter: At the beginning of the semester, teams are required to meet to develop a Team Charter which lays out the expectation of members. A signed copy of the charter is due in Dr. Slifkin's mailbox no later than 5p.m. on Tuesday, September 5th. Delivery of the document accounts for 2% of the final grade. Late submissions will not be accepted.
- Interim peer evaluation: Team members will evaluate the contributions of all members of their team. 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 evaluation tool will become available on Friday, November 3rd, and will close at 11p.m. on Friday November 10th. You will receive an announcement with a link when the tool is open. Performance is graded on a 1 (lowest) to 5 (highest) scale. Any grade that is less than a 5 must be accompanied by comments explaining the rating, so that the individual being evaluated understands how to improve their performance. The scores of individuals being evaluated will NOT count in the semester grade. Completion of all team member evaluations by the deadline will

account for 2% of the evaluator's semester grade.
- At the end of the semester, team members will re-evaluate the contributions of all members of the team, considering any improvement in performance since feedback on the interim evaluation. Scores on this evaluation will account for 2% of the semester grade for the individual being evaluated. If a student does not complete the required evaluation of their team members' performance by the deadline, that student will receive a zero, regardless of how their performance was scored by their peers. The evaluation tool will become available on Friday, December 1st, and will close at 11p.m. on Friday December 8th.

Discussion Participation
To participate meaningfully in discussion, students should be prepared, attentive, and engaged. This means reading the assigned materials in advance and having them on hand to reference if needed, being on time, listening to the perspectives of others, contributing insight, and sharing airtime. Performance will be judged based on the quality (not quantity) of a student's in-classroom comments and questions. Quality is assessed by the relevance, thoughtfulness, and understanding displayed.

"In the news" presentation
Students will work in pairs and trios to facilitate one in-class discussion each during the semester. The responsibilities of each pair on their assigned day are to 1) present a five-minute summary of a recent news story that complements the material being covered in that day's lecture and 2) prepare and offer a thoughtful question to inspire discussion, and perhaps debate, among your classmates. Students will be graded on the accuracy, and comprehensiveness of their summary (without exceeding the 5 minutes allotted) and the extent to which their question provoked robust discussion.

Students should email Dr. Slifkin a link to the article they want to discuss at least 24 hours before class, so that Dr. Slifkin can assess the appropriateness of the chosen story.

Individual Assignments
There are three relatively short individual assignments. These are described in more detail in the "Assignments" tab on Sakai.

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 my explicit permission.

Evaluation Method

Grade Components

Component	% of Grade
Individual: Plagiarism quiz	1%
Team: What makes us healthy?	5%
Team: Team Charter	2%
Individual: Stakeholder analysis	3%
Individual: Special enrollment period	5%
Midterm Exam	20%
Individual: Interim peer evaluations	2%
Individual: Cost drivers	5%
Team: Health care coverage questionnaire	10%
Team: Does the US have a system?	15%
Final Exam	20%
Discussion participation	5%
In the news	5%
Final peer evaluation	2%
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: F

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) The <u>quality</u> of a student's class participation can move the student up one notch on the above grading scale (i.e. from B to B+). This is at the complete discretion of the course instructor.

(c) Exams will only be rescheduled if an official exam excuse is provided.

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

(e) No questions regarding any grades will be addressed more than one week after the graded assignments have been returned.

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 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

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. Students must document/register their need for accommodations with ARS before accommodations can be implemented.