Course Description
This is an elective policy course offered to give students a greater understanding of programs available to serve underserved populations, and how the ACA (or any replacement) 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 ACA (or any replacement) on underserved populations.

Prerequisites: None, although a prior health systems overview course is preferable.

Instructor
Pam Silberman, JD, DrPH
Professor
Department of Health Policy & Management
1102A McGavran Greenberg
Phone: 919-966-4525
Email: pam_silberman@unc.edu

Teaching Assistant
Amy Hoffmaster
amyhoff@live.unc.edu

Office Hours:
There are no set office hours for this course. Students may request an appointment by email to either the instructor or teaching assistant.

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

Class Days, Times, Location: Tuesday evenings, 5:00-8:00 pm. 133 Rosenau

Course Overview
[Longer description than from Course Catalog. Describe the arc of learning students can expect from this course.]

Course Format
The course format will include a weekly lecture in class. The lecture will be supplemented with small group discussions, in-class exercises, case studies, and other activities.
**Course-at-a-Glance**

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible. The session-by-session Course Schedule is posted on Sakai.

<table>
<thead>
<tr>
<th>Unit/Week/Day</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1: August 20, 2019</td>
<td>Introduction, Key Concepts, and Brief Overview of the History of Health and Social Programs</td>
<td>None</td>
</tr>
<tr>
<td>Class 2: August 27, 2019</td>
<td>The Uninsured, Underinsured, Medically Uninsurable, and other Non-Financial Access Barriers</td>
<td>None</td>
</tr>
<tr>
<td>Class 3: September 3, 2019</td>
<td>Organization of the Current Health Care Delivery System</td>
<td>None</td>
</tr>
<tr>
<td>Class 4: September 10, 2019</td>
<td>Medicaid and CHIP</td>
<td>In class discussion of Medicaid case studies</td>
</tr>
</tbody>
</table>
| Class 5: September 17, 2019 | Medicare | **2-3 page analysis of Medicare Part D options (5% of grade) (Assignment #2)**

In class discussion of policy options to ensure the long-term financial solvency of the Medicare program |
<p>| Class 6: September 24, 2019 | Other Safety Net Programs | In class discussion of safety net case study |
| Class 7: October 1, 2019 | Coverage Provisions in the Affordable Care Act (ACA) | In class discussion of Marketplace options for fictitious person applying for coverage |
| Class 8: October 8, 2019 | Exam Covering First Half of the Class | <strong>Closed-Book Exam (35% of grade) (Assignment #5)</strong> |</p>
<table>
<thead>
<tr>
<th>Class 9: October 15, 2019</th>
<th>Safety Net and Provider Supply Post ACA Implementation</th>
<th>In Class discussion of ACA provisions governing essential community providers; workforce priorities to address population health needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 10: October 22, 2019</td>
<td>Prevention and a Focus on Population Health Post ACA</td>
<td>In Class discussion of strategies to improve population health</td>
</tr>
<tr>
<td>Class 11: October 29, 2019</td>
<td>ACA Changes to Improve Quality of Care</td>
<td>In class discussion of endorsed quality measures; promising pay for performance or value based purchasing options, and how to mitigate any potential adverse consequences for safety net providers and/or populations.</td>
</tr>
</tbody>
</table>
| Class 12: November 5, 2019 | New Models of Care: Changing Payment and Delivery Systems Post ACA Implementation | In class discussion about which models have the greatest chance of achieving the Triple Aim?  
**First half of the take home exam is available after class on November 5th. The exam is due 8:00 pm on Friday, Nov. 22. (Exam 2 is worth 35% of grade)(Assignment #6)** |
| Class 13: November 12, 2019 | Long-Term Care and Dual Eligibles | In class discussion of long-term  
**The second half of the exam will be available electronically after class on the 12th. The take home exam must be submitted no later than 8:00 pm on Friday, Nov. 22. (Exam 2 is** |
Class 14, November 19, 2019  |  NC Medicaid Transformation, Cost Containment, and ACA Updates  |  Take home exam is due no later than Friday, Nov. 22
Class 14: November 26, 2019  |  Thanksgiving break  |  
Class 15: December 3, 2019  |  Final presentations  |  Students who are working on group assignments must turn in their paper and make a 15 minute presentation. (Individual or group project worth 20% of grade). Navigators will be asked to provide informal feedback about their experiences at the end of presentations.

Course Assignments and Assessments
This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see session-by-session Course Schedule is posted on Sakai.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Medicaid case studies</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>2. Medicare Part D problem</td>
<td>5%</td>
</tr>
<tr>
<td>3. Other Safety Net case studies</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>4. Analyze Marketplace plans</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>5. Exam 1 (in-class)</td>
<td>35%</td>
</tr>
<tr>
<td>6. Identification of Quality Measures</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>7. Exam 2 (take home)</td>
<td>35%</td>
</tr>
<tr>
<td>8. Individual or group project</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Map of Competencies to Learning Objectives and Assessment Assignments
Below you will see the competency you will develop in this course, the learning objectives that comprise the competency, and the assignment in which you will practice demonstrating this competency.
**Competencies**

**In this course, you will develop the following competencies.**

- **HPM04.** Analyze existing and proposed governmental policies to assess implementation challenges and the impact of those policies on different populations and stakeholders. (Primary)
- **HPM01.** Describe, discuss, and analyze past, current, and emerging issues related to the organization, financing and management of health care delivery in the US. (Reinforcing)
- **MPH15.** Evaluate policies for their impact on public health and health equity. (Reinforcing).

**Learning Objectives**

**By the end of this course, you will achieve the following learning objectives.**

- **L1.** Understand key concepts about programs and policies providing health care to underserved populations.
- **L2.** Learn about the history of social programs that care for the poor.
- **L3.** Gain an understanding of the uninsured, including which groups are more likely to be uninsured, impact of being uninsured on health and financial well-being.
- **L4.** Gain an understanding of non-financial access barriers to care (including health literacy, geographic access barriers, racial, ethnic and other health disparities, language barriers).
- **L5.** Gain an understanding of historical changes in the health care delivery and financing system.
- **L6.** Understand basic health insurance concepts and different provider payment models.
- **L7.** Understand different forms of managed care, and past attempts at cost containment.
- **L8.** Understand Medicaid and CHIP program rules, including eligibility, covered services, payment policies, different financing and delivery models, and how Medicaid/CHIP policy choices impact on underserved populations.
- **L9.** Understand Medicare program rules, including eligibility, covered services, financing, and coverage options under Medicare Part D.
- **L10.** Understand different safety net programs, services provided, eligibility requirements (if any), and program limitations.
- **L11.** Understand ACA provisions dealing with Medicaid, CHIP, Medicare, health insurance exchanges (Marketplaces), subsidies, and other consumer insurance law protections.
- **L12.** Learn about recent attempts to dismantle the ACA coverage provisions.
- **L13.** Understand the impact of the ACA on the health care safety net.
- **L14.** Understand the impact of the ACA on provider supply.
- **L15.** Understand ACA provisions to improve population health, and recent challenges to ACA prevention activities.
- **L16.** Understand the impact of ACA provisions intended to improve quality of care and health outcomes, and how this has helped or created challenges for underserved populations and safety net providers.
- **L17.** Understand new payment and delivery options, the potential impact on costs and quality, and how these payment and delivery systems can potentially impact underserved populations and safety net providers.
L18. Understand new options to coordinate care for dual eligibles, as well as some of the options available to provide long-term care services, including home and community based services to older adults and people with disabilities, and capitated Medicaid managed long-term services and supports waivers.

L19. Identify strategies to reduce overall health care spending.

L20. Understand efforts to transform care in North Carolina Medicaid (“Medicaid transformation”)

Map

Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning Objectives</th>
<th>Assessment Assignments with brief descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPM04. Analyze existing and proposed governmental policies to assess implementation challenges and the impact of those policies on different populations and stakeholders.</td>
<td>L3-L20</td>
<td>Exam 1&lt;br&gt;Exam 2&lt;br&gt;Group or individual project</td>
</tr>
<tr>
<td>HPM01. Describe, discuss, and analyze past, current, and emerging issues related to the organization, financing and management of health care delivery in the US.</td>
<td>L1-L20</td>
<td>Exam 1&lt;br&gt;Exam 2</td>
</tr>
<tr>
<td>MPH15. Evaluate policies for their impact on public health and health equity.</td>
<td>L3-L20</td>
<td>Exam 1&lt;br&gt;Exam 2</td>
</tr>
</tbody>
</table>
Syllabus Appendix

Course Grading Scale(s)

Final course grades will be determined using the following UNC Graduate School grading scale. The relative weight of each course component is shown in the Graded Assignments table.

<table>
<thead>
<tr>
<th>Description</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong> High Pass: Clear excellence</td>
<td>92-100</td>
</tr>
<tr>
<td><strong>P</strong> Pass: Entirely satisfactory graduate work</td>
<td>75-91</td>
</tr>
<tr>
<td><strong>L</strong> Low Pass: Inadequate graduate work</td>
<td>60-74</td>
</tr>
<tr>
<td><strong>F</strong> Fail</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Final course grades will be determined using the following UNC Undergraduate School grading system.

<table>
<thead>
<tr>
<th>Description</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.</td>
<td>92-100</td>
</tr>
<tr>
<td><strong>B</strong> Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.</td>
<td>80-91</td>
</tr>
<tr>
<td><strong>C</strong> A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.</td>
<td>70-79</td>
</tr>
<tr>
<td><strong>D</strong> A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.</td>
<td>60-69</td>
</tr>
<tr>
<td><strong>F</strong> For whatever reason, an unacceptable performance. The F grade indicates that the student’s performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor’s questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.</td>
<td>0-59</td>
</tr>
</tbody>
</table>
Instructor Expectations:

Email
The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office. (If you do not receive a response in 24 hours, please send a reminder email).

Feedback
All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

Grading
Every effort will be made to provide grades and feedback within two weeks of the due dates. Assignments that build on the next assignment will be graded within one week in which you can use the information for your later assignment.

Honor Code
Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. See Additional Resources and Policies for additional information.

Inclusive Excellence
In this class, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- 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.

Syllabus Changes
The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. The session-by-session course schedule detail is available on Sakai.

Telephone Messages
Email communication is preferred, and voice mails will not be returned.
Student Expectations:

Appropriate Use of Course Resources
The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University’s Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Assignments
Submit all assignments through Sakai or assignment links located in the weekly modules, syllabus link, or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.

Attendance/ Participation
Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor and Teaching Assistant.

Communication
You are expected to follow common courtesy in all communication to include email and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions
You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

Email
All email correspondence between student/instructor and peer/peer will be conducted in a professional manner.

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.

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. You need to properly attribute sources, whether in the final product or in any drafts given to other team members for the group project.
- For take-home tests, students must work completely independently without communicating with other students, tutors, or anyone else about any material related to the test questions. The test is ‘open book’ and ‘open notes.’

See Additional Resources and Policies for additional information.

Inclusive Excellence
In this class, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- 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 Encourage and solicit feedback from students to continually improve inclusive practices.

Late Work
Exams and other assignments are due on their due dates, unless prior arrangements are made for an alternative test date or due date. For extenuating circumstances, you may be able to get instructor permission to turn in your assignments late. However, you will only receive permission if you notify the instructor in advance of the assignment due date of the reason you need an extension of time, and the instructor agrees to the extension. If you do not get an extension, you will receive a 1-point reduction for every day that you are late. After seven days, late submissions will receive no points. Attendance on the day of the presentation is required to receive points for those activities.

Readings
Readings for a particular class should be completed before the class session and before completing associated activities.
Technical support
The best way to help prevent technical issues from causing problems for assignments is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it’s important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email your instructor with the information you sent to ITS and what time you sent the information.

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.
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.overn@unc.edu to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Center
https://writingcenter.unc.edu/