

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 1/7/2013

1b. Department/Division: Dept Of Health Services Manage

1c. Contact Person

Name: Becki Flanagan

Email: becki@uky.edu

Phone: 218-2092

Responsible Faculty ID (if different from Contact)

Name: Julia Costich

Email: julia.costich@uky.edu

Phone: 218-2041

1d. Requested Effective Date: Specific Term/Year ¹ Summer I 2013

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 754

2c. Full Title: Health Care Access and Coverage

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course offered gives students a greater understanding of programs available to underserved populations, how the changes in the health care market impacts care provided to underserved populations, and policy and programmatic options to address the needs of underserved populations.

2k. Prerequisites, if any: Graduate or post-baccalaureate student status

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: No

If No, explain: There may not be adequate student demand every year for this selective course.

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JWH|James Holsinger Jr|Dept approval for ZCOURSE_NEW CPH 754|20121126

SIGNATURE|BECKI|Rebecca L Flanagan|College approval for ZCOURSE_NEW CPH 754|20121126

SIGNATURE|JWH|James Holsinger Jr|Dept approval for ZCOURSE_NEW CPH 754|20121126

SIGNATURE|BECKI|Rebecca L Flanagan|College approval for ZCOURSE_NEW CPH 754|20121126

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_NEW CPH 754|20121126

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW CPH 754|20121219

CPH 758

HEALTH CARE ACCESS AND COVERAGE

Syllabus

Faculty: Julia F. Costich, JD, Ph.D.

Place: 115 CPH Bldg.

Contact info:

Julia.costich@uky.edu

859-257-6712 (office)

859-321-6586 (cell)

Course Summary: This is a selective policy course offered to give students a greater understanding of programs available to serve underserved populations, how the changes in the health care market impact care provided to underserved populations, and policy and programmatic options to address the needs of underserved populations.

Course Objectives: Students will gain a better understanding of:

- An overview of public programs
- Eligibility and service requirements of the current safety-net programs
- The unique needs of underserved populations
- The market's efforts to address these needs
- New opportunities to improve health care for the underserved
- Health reform initiatives in the Obama administration

At the end of the course, students should be better able to develop public policies or market-driven programs to address needs of the underserved.

Competencies:

MPH This course addresses the following MPH competencies in whole or in part:

Health Services Management:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US
2. Discuss the policy process for improving the health status of populations.

Systems Thinking:

Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.

MHA This course addresses the following MHA competencies as a secondary source:

1. Analyze the key determinants of population health and health disparities and their relative impact on individuals, communities, and society.
3. Analyze and prioritize population health needs.
13. Work comfortably in multi-disciplinary groups, both large and small.
23. Explain the structure of the U.S. healthcare system and the processes through which health policies are formulated and implemented at the state and federal levels.
24. Assess the impact of government policy and regulatory requirements on healthcare organizations.

Course Requirements/Grading:

- Class project and presentation on safety-net provider 30%
- In-class and online group discussion 10%
- Point-counterpoint presentation 30%
- Final exams 30%

Class project and presentation due July 28: Each student will select a local community agency or organization that provides care or is attempting to expand care to vulnerable populations. Students will research other successful models around the state and country; identify and review relevant literature; determine key elements needed to make the program successful; identify possible financing sources; and may be asked to conduct interviews with key stakeholders. Each student will prepare an oral presentation with visual aids (e.g., PowerPoint) and a one-page summary to submit to the community group contact and professor, and will present the findings to the class. The paper and presentation will constitute 30% of your grade. Draft papers can be posted on the Blackboard website for comments and suggestions from fellow students.

If anyone would like to volunteer for an earlier presentation date, please let Dr. Costich know.

In-class and online group discussion/debate: We will be having an in-class and online discussion of major health policy issues in the current reform debate during most of the classes. The discussion will constitute 10% of your grade.

Point-counterpoint presentation (July 28): Students will be assigned in pairs to opposing policy positions on topics currently under debate. Both students in the point-counterpoint pairs will prepare 10-minute oral and written (not PowerPoint) presentations on their assigned positions and 5-minute responses to the other students' presentations. The presentation will constitute 30% of your grade.

Again, if anyone would like to volunteer for an earlier presentation date, please let Dr. Costich know.

Topics:

1. The minimum coverage requirement (also called "individual mandate") in the Affordable Care Act.
2. Expansion of Medicaid eligibility to all US citizens with incomes under 135% of the federal poverty level.
3. Conversion of Medicare to a voucher system.
4. Single payer or "Medicare for all" as a vehicle for health coverage expansion.
5. Giving states broad discretion in the use of provider taxes.
6. Exclusion of non-citizens from Affordable Care Act coverage expansions.
7. Excise taxes for high-cost "Cadillac" health benefits.
8. Replacement of employer-based health coverage with vouchers and other compensation to support individual coverage purchase.

Class assignments and readings are posted on the course Blackboard website. Be sure to review all readings before the June 30 class meeting.

Required notices:

Plagiarism

Quotation without attribution is plagiarism. Quotation from a published source must be noted with an appropriate citation. Quotation from an Internet-based source must be noted with a complete URL and date. Primary web-based materials used in class presentations and written summary should be retained in hard copy until the final class grade is issued. The instructor reserves the right to request inspection of source materials used in graded materials.

Attendance policy

Students who are aware of potential schedule conflicts must bring them to the instructor's attention in advance. For unexpected absences, please contact the instructor by phone as soon as possible.

Communication devices:

Students must *turn off* all pagers, cell phones, etc. in the absence of a compelling need to keep them on during class. If there is a compelling need to use the device, it must be switched to "vibrate" or a similar type of silent notification.

June 9

Visiting speakers: Laurel True, former Secretary, Cabinet for Health Services (11:00 am)

1. Overview of course, Blackboard site, discussion board
2. Health policy development overview
Who are the uninsured? Underinsured? Medically "uninsurable"?
Who are the uninsured in Kentucky?
3. Historical Overview of public programs to cover vulnerable populations: Medicaid, mental health, substance abuse, developmental disability
4. Community and rural health centers
5. Review of Medicare and commercial health insurance

June 16

Visiting speakers: Richard Heine, Executive Director, Friedell Committee (10 am); David Bolt, Director of Network Management, WellCare of Kentucky (12:30 pm); William D. Hacker, MD, FACHE, former Commissioner, Kentucky Department for Public Health (2:00 pm)

1. Community and statewide health improvement initiatives
2. Medicaid managed care and other modernization initiatives
 - Kentucky-specific history
 - Medicaid managed care
 - Managed care for people with disabilities or chronic illness
 - Consumer directed care in Medicaid
3. Public health and related health issues in Kentucky
4. Role of foundations in health policy and reform

June 30

Visiting speakers: Jodi Mitchell, Executive Director, Ky Voices for Health (11 am); Joe Smith, Executive Director, Ky Primary Care Association (12:30 pm)

1. Consumer advocacy in health care
2. Recent state government initiatives
 - E-health in access and coverage expansions
 - Improving population health
 - Disease and condition-specific initiatives
3. Health reform in Kentucky

July 21

Visiting speakers: Steve Shannon, Director, Ky. Ass'n of Regional [Mental Health] Programs (10:00 am); Frances Feltner, MSN, RN, Director, UK Center for Rural Health; Elizabeth Cobb, MPH, VP for Health Policy, Kentucky Hospital Association (2:00 pm)

1. Introduction to mental health care safety net programs
(Mental health, developmental disabilities and substance abuse programs (scope of services, entitlement to services, funding))
2. Rural health initiatives
 - Safety net provider traditions
 - SKYCAP and related programs
 - Kentucky Homeplace
 - Ongoing challenges
3. Hospital sector policy issues

Final exam distributed (due July 28)

July 28: Safety net provider project presentations; point-counterpoint presentations

Final exam due