

**Health Services
Administration**

**University of Wyoming
PHCY 5245
Medicare, Medicaid, and the
Affordable Care Act**

**Fall 2020
August 24 – September 19**



**PHCY 5245 Medicare, Medicaid,
and the Affordable Care Act**
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PHCY 5245 Medicare, Medicaid, and the Affordable Care Act is a two-semester hour course that examines the structure, coverage, and operation of federal health programs. The course is taught with a focus on health policy as reflected in the programs funded by federal resources. The primary focus on the course is on Medicare, Medicaid, the Affordable Care Act (ACA), and Trump Administration changes to the ACA, although the Veterans Affairs Health Care System, TRICARE, and the United States Public Health Service are also studied. Primary attention is paid to pharmaceutical benefits under these programs, although all aspects of the programs are studied.

COURSE STRUCTURE & OUTLINE:

This course will address the following subjects:

- The politics of health care organization and financing.
- Medicare.
- Medicaid and the State Children's Health Insurance Program.
- The Affordable Care Act.
- Federal health programs for the military and veterans.
- Federal activities to promote public health.
- Pharmaceuticals as a challenge and as an opportunity in federal health programs.
- Ongoing efforts to achieve federal health care reforms.

STUDENT LEARNING OUTCOMES AND GOALS:

Upon successful completion of this course, the student will be able to:

- Discuss the current climate of health care reforms at the federal level.
- Describe how the creation, administration, and funding of federal health care programs reflects the underlying cultural values and institutions within the United States.
- Discuss the influence of health care institutions, health care professionals, and the pharmaceutical industry on federal health programs.
- Describe the scope and function of the federal Medicare program.
- Describe the relationship between the federal government and the states in the funding and implementation of the federal Medicaid program.
- Discuss the responsibility of the federal government to provide access to health care for residents who are uninsured.
- Describe federal health programs that are provided to military personnel and their dependents, as well as to military veterans.
- Discuss federal policy toward access, cost, and quality of pharmaceutical products and pharmaceutical services.
- List factors that impede the implementation of comprehensive federal health care programs.
- Describe federal public health programs.
- Discuss key factors that affect activities intending to promote health care reform at the federal level.

REQUIRED TEXTS /LEARNING RESOURCES:

Textbook: Barr, D. Introduction to US Health Policy: The Organization, Financing, and Delivery of Health Care in America. John Hopkins Press. (4th ed). (2016).

Journal articles and other materials (subject to change):

- Obama B. United States Health Care Reform: Progress to Date and Next Steps. JAMA. 2016 Aug 2;316(5):525-32.
- Giberson S, Yoder S, Lee MP. Improving Patient and Health System Outcomes through Advanced Pharmacy Practice. A Report to the U.S. Surgeon General. Office of the Chief Pharmacist. U.S. Public Health Service. December, 2011.
- Radomski TR et al. Variation in Formulary Management Practices Within the Department of Veterans Affairs Health Care System. J Manag Care Spec Pharm. 2016 Feb;22(2):114-20.
- Office of the Secretary, Department of Defense. Civilian Health and Medical Program of the Uniformed Services (CHAMPUS)/TRICARE: TRICARE Pharmacy Benefits Program. Final Rule. Fed Regist. 2015 Jul 27;80(143):44269-74.
- McRae J et al. A Review of US Drug Costs Relevant to Medicare, Medicaid, and Commercial Insurers Post-Affordable Care Act Enactment, 2010-2016. Pharmacoeconomics. 2016 Oct 31.

Also, see Kaiser Family Foundation website for up-to-date news on the ACA at:

<https://www.kff.org/tag/affordable-care-act/?paged=&s&fs=search&tag=affordable-care-act&s=>

INSTRUCTOR AVAILABILITY/ CONTACT INFORMATION:

Cynthia Hall

Phone: 770-656-5498 Office Hours: Online – by appointment

Email: crhallp@aol.com

CLASS WEBSITE:

The WyoCourses site is accessible from the University website via WyoWeb. Class lectures and slide sets will be posted or linked on this site. Assignments will also be posted there (both by the instructor and submitted by the student). The student is expected to utilize the site and accept changes from this syllabus as amended on the site. You will not be able to see the course materials until after August 22.

LIVE SESSIONS:

Live class sessions will be held each on Sundays and Thursdays for 1 to 2 hour discussions online. Invitation will be posted thirty minutes to one hour prior to class which starts a **6:00pm Mountain Time**. We will use Big Blue Button for the course.

COURSE PREREQUISITES, CO-REQUISITES, ENROLLMENT RESTRICTIONS:

This course is required for students in the Master of Science in Health Services Administration Health Institution Leadership track. Other track students may take the course as an elective. Enrollment in or completion of a degree in the health sciences administration program is strongly recommended.

COURSE PROCEDURES:

This is a condensed course that will be taught over a four-week period. The course will be taught in a blended fashion, with organized class sessions being combined with heavy reliance on an active discussion board. Learning materials will be posted on WyoCourses and may be accessed at any time. Participation in the discussion board is mandatory. **Successful discussion board participation requires one original post and two responsive posts each week.**

There will be four exams that will start at 8am on Saturdays and will end at noon on Sundays.

Instructional procedures consist of pre-recorded lecture, discussion, participation exercises plus assigned readings and projects. The distance education model of this course requires some adaptation by the students and instructor from the traditional classroom setting. **You may be recorded with your face and name.** This recording will be placed on a password protected site, but no guarantees are made on its security.

Different people have different learning styles. Lecture where the instructor talks and students listen is passive on the part of the student. Discussion requires active participation on the part of the learner. In this class, some topics are appropriate for lectures; some are appropriate for discussion; and some will be conducted through active participation such as analysis of case studies and or discussion boards.

GENERAL REQUIREMENTS AND EXPECTATIONS:

Students should obtain the required textbook and complete assigned readings prior to the live online date listed in the course calendar. Students are encouraged to participate in live class sessions; active participation will also count towards your discussion board grade (see last page of syllabus for Guideline for Evaluating Participation).

In order for a discussion or dialogue to be successful, students must have read the assigned readings, watched any video recording and have completed some assignments **before** joining class. Assignments will be clearly indicated whether due before or after the live session. Whether a lecture or discussion, students should feel free to ask questions during class or on-line. If you have a question, other students may have the same question.

ATTENDANCE AND ABSENCE POLICIES:

Attendance at scheduled online classes through Big Blue Button is mandatory. The course coordinator will excuse students from class based on a valid reason. Only rationale accepted by the University of Wyoming as an excused absence will be accepted. Any anticipated absence from the live sessions should be discussed in advance with the instructor.

Classes will be recorded for later viewing (within two weeks) by students who have been excused from attendance. There is a requirement for weekly postings on the course discussion board. All postings must relate to the general course objectives. All students are expected to make weekly posts that are relevant to the course based on material that is being completed that week.

EXAM POLICY:

Inquiries regarding exams should be directed to the course coordinator, preferably prior to the exam, and always within a week following the assessment. At the discretion of the instructor, exams may be posted, with answers, to the course discussion board.

MAKE-UP EXAM POLICY:

Students who are excused from an exam will not be required to make up that assessment and their final grade will be calculated without consideration of the missed assessment. Students who are not excused from a missed quiz or exam will receive a grade of zero on that missed assessment. Any student who misses quizzes and/or exams of a sufficient number that indicate the student has not completed enough coursework to achieve the objectives of the course will be given an incomplete (I) grade for the course.

CLASSROOM BEHAVIOR POLICY:

At all times, treat your presence in the classroom and your enrollment in this course as you would any professional activity. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. All of us will be respectful of each other. Spirited

debate and disagreement are to be expected in any graduate level course and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. This is a safe environment and as the instructor, I have the right to dismiss anyone from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs – there is zero tolerance on this issue.

CLASSROOM STATEMENT ON DIVERSITY:

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. Diversity helps all of use gain a better understanding and perspective of the subjects we will be covering in the course.

DISABILITY SUPPORT:

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss

ACADEMIC DISHONESTY POLICIES:

Academic dishonesty, discrimination, and harassment will not be tolerated in this class! Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty includes plagiarism, which means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically.

Such conduct is described within and will result in sanctions pursuant to the following School of Pharmacy and University policy and regulations:

University of Wyoming Code of Conduct

<http://www.uwyo.edu/dos/conduct/>

University of Wyoming Regulations

<http://www.uwyo.edu/generalcounsel/files/docs/UW%20Reg%20Updates%202016/UW%20Reg%206-802.pdf>

DUTY TO REPORT:

While this is a safe environment and I want you all to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting obligations that are part of my faculty requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, report-it@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I must inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors (by students or faculty) and what was done to resolve them.

SUBSTANTIVE CHANGES TO THE SYLLABUS:

All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor. Students will be notified verbally in class or on our WyoCourses announcement page and/or via email of these changes.

STUDENT RESOURCES:

- **DISABILITY SUPPORT SERVICES:** udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss
- **COUNSELING CENTER:** uccstaff@uwyo.edu, 766-2187, 766-8989, 341 Knight Hall, www.uwyo.edu/ucc
- **ACADEMIC AFFAIRS:** 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs
- **DEAN OF STUDENTS OFFICE:** dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos UW
- **POLICE DEPARTMENT:** uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd
- **STUDENT CODE OF CONDUCT WEBSITE:** www.uwyo.edu/dos/conduct

"If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and possibly provide documentation of your disability to Disability Support Services (DSS), room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. Visit their website for more information: www.uwyo.edu/udss."

COVID-19 Policies – during this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie (or by Natrona County if at UW-Casper), the University of Wyoming and the State of Wyoming to promote the health and well-being of fellow students and your own personal self-care. The current policy is provided for review at: <https://www.uwyo.edu/alerts/campus-return/index.html>

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. These behaviors will be

referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes (https://cm.maxient.com/reportingform.php?UnivofWyoming&layout_id=5).

Syllabus Changes: I will alert you to any possible course format changes in response to UW decisions about community safety during the semester.

HyFlex, Zoom, and WyoCourses expectations:

As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html>
- Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

Information Technology (IT): If you have any IT related challenges, please contact the UWIT Service Center: <https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

GRADES

A: 90.0 – 100.0
B: 80.0 – 89.9
C: 70.0 – 79.9
D: 60.0 – 69.9
F: <60.0

Graduate students, including those enrolled in the Master of Science in Health Services Administration, must maintain a 3.00 GPA (B or better). Note: there is no rounding of grades – an 89.9 is not 90.

Class participation (discussion board) 40%
Exams (4) 60%

COURSE SCHEDULE:

<p align="center">PHCY 5245 Medicare, Medicaid, and the Affordable Care Act</p>		
<p><i>You are strongly encouraged to begin the assigned readings PRIOR to the live class session.</i> (Schedule is tentative and topic dates are subject to change; additional readings may be assigned as appropriate)</p>		
DATES	EXAMS	TOPIC AND ASSIGNMENTS
<p>Live class on Big Blue Button at 6pm Wyoming time.</p>		<p>Prior to class, read</p> <ul style="list-style-type: none"> • Chapter 1 from the Barr textbook: The Affordable Care Act and the Politics of Health Care Reform • Chapter 2, Health, HealthCare, and the Market Economy and • Chapter 3, Health Care as a Reflection of Underlying Cultural Values and Institutions <p>Be prepared to describe in class your perspectives on the present state of the U.S. health care system. The positives and negatives of your personal and professional experiences within the system</p> <p>Prior to class, browse through at least 3 articles posted on the Kaiser Family Foundation website at https://www.kff.org/tag/affordable-care-act/?paged=&s&fs=search&tag=affordable-care-act&s=</p>
	<p>Exam 1 Multiple Choice. 1 hour to complete once it is started.</p> <ul style="list-style-type: none"> • Covers material from September 4th through September 6th, and discussion board for the week 	
<p>Live class on Big Blue Button at 6pm Wyoming time.</p>		<p>Prior to class, read these chapters from the Barr textbook:</p> <ul style="list-style-type: none"> • Chapter 4, The Health Professions and the Organization of Health Care • Chapter 5, Health Insurance, HMOs, and the Managed Care Revolution
<p>Live class on Big Blue Button at 6pm Wyoming time.</p>		<p>Prior to class, read these chapters from the Barr textbook:</p> <ul style="list-style-type: none"> • Chapter 6, Medicare • Chapter 7, Medicaid and the State Children’s Health Insurance Program

	<p>Exam II.</p> <p>Multiple Choice. 1 hour to complete once it is started.</p> <ul style="list-style-type: none"> Covers material from September 8, 12 and discussion board for the week. 	
<p>Live class on Big Blue Button at 6pm Wyoming time.</p>		<p>Prior to class, read these chapters from the Barr textbook:</p> <ul style="list-style-type: none"> Chapter 8, The Uninsured Chapter 9, The Increasing Role of For-Profit Health Care
<p>Live class on Big Blue Button at 6pm Wyoming time.</p>		<p>Prior to class, read these chapters from the Barr textbook:</p> <ul style="list-style-type: none"> Chapter 10, Pharmaceutical Policy and the Rising Cost of Prescription Drugs Chapter 11, Long-Term Care
	<p>Exam III.</p> <p>Multiple Choice. 1 hour to complete once it is started.</p> <ul style="list-style-type: none"> Covers material from September 15, 19, and discussion board for the week. 	
<p>Live class on Big Blue Button at 6pm Wyoming time.</p>		<p>Prior to class, read these chapters from the Barr textbook:</p> <ul style="list-style-type: none"> Chapter 12, Factors Other than Health Insurance that Impede Access Chapter 13, Key Policy Issues Affecting the Direction of Health Care Reform
<p>Live class on Big Blue Button at 6pm Wyoming time.</p>		<p>Prior to class, read</p> <ul style="list-style-type: none"> Chapter 14 from the Barr textbook: Epilogue/Prologue to Health Care Reform in America

	<p>Exam IV. Multiple Choice. 1 hour to complete once it is started.</p> <ul style="list-style-type: none">• Covers material from September 22, 26, and discussion board for the week.	
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GUIDELINES FOR EVALUATING PARTICIPATION

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

(A range of grade)

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

(B range of grade)

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

(C range of grade)

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

(D range of grade)

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, quality discussion time for others would increase. (Below D range of grade)