A. Description of Course Content

This course explores the history of managed care in health and social services, as well as current topics and practical applications. It covers the underlying philosophy, current trends, and practice issues in fields including health care, aging, behavioral and mental health, and child welfare. The course involves students in assessing the potential for conflict between social work values, ethics, and managed care systems. The course builds skills for administrative roles in managed care settings.

Prerequisite: SOCW 6371 or concurrent enrollment

B. Student Learning Outcomes

Advanced Practice Behaviors—Direct Practice with Health Specialty:

1. Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice

   1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.

2. Educational Policy 2.1.5 - Advance human rights and social and economic justice

   1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age, and other forms of social stratification and disenfranchisement influence the evaluation process.

3. Educational Policy 2.1.8—Engage in policy practice to advance social and
economic well-being and to deliver effective social work services

1. Advance social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.
2. Advanced social workers in health advocate for policies that advance the social and economic well-being of those with health concerns and illness.

At the conclusion of the course students will be able to:

1. Compare the evolution and role of managed care with other models of service delivery, including their relationship with client empowerment
2. Apply knowledge of managed care services to issues of social justice and human diversity, including equitable access to services by race, ethnicity, age, gender, challenges, and others
3. Critique administrative practice with respect to ethical and legal obligations in managed care
4. Analyze managed care in diverse practice settings, including health care, aging, behavioral and mental health, and child welfare
5. Cite and apply empirical studies of effectiveness in managed care service delivery

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

Additional materials and readings will be posted to Blackboard.

E. Descriptions of Major Assignments and Examinations

1) Daily Discussion Boards

10 discussion boards at 4 points each (40 points total)

Direct practice behaviors: 1A, 2A, 3A, & 3B. Learning outcomes 1, 2, 3, & 4.

Post a question or a response to a peer on each daily discussion board. Discussion Boards open at midnight each day and close at 11:59pm the same day.

Discussion Boards cannot be made up.

Active participation in the discussion boards is critical to ensure student learning. Students in this course are required to post a question or a response to a peer on each daily discussion board. Each student will also need to monitor their post in case a peer asks a question. The assessment criteria for the course discussion boards includes evaluation of the quality and quantity of your participation in the discussion boards.

Posts, responses, and questions should be thoughtful and thorough. Students who post “I agree” or “I thought the same thing” will not get credit for the post. If you support those statements with examples, experience, or other references, then you will get credit for the discussion board.

Ensure your post has appropriate grammar and spelling; as well as APA if applicable.

Your post and/or your question should address the topic for the discussion board.

Daily discussion boards will build upon one another. You are encourage to revisit the discussion board and
respond to what your peers have posted to your response.

Online Discussion Netiquette:

Read existing postings and do not just repeat what has already been said by your peers.

Use appropriate language. Do not use inappropriate and/or offensive language.

Be careful with humor and sarcasm.

Do not use ALL CAPS in an online environment.

Be respectful of your peers. Treat everyone equally as if you were communicating face to face.

2) Final Exam

Direct practice behaviors: 1A, 2A, 3A, & 3B. Learning outcomes 1, 2, 3, & 4.

DUE DATE: 1/10/19 at 11:59pm.

30 points

A final exam will be given at the end of the course via Blackboard. Exam materials will come from lectures, assigned reading and information posted in Blackboard.

Exams cannot be made up unless arrangements are made with the instructor PRIOR to the due date or in the case of an extreme circumstance, which is at the discretion of the instructor.

3) Group Paper (12-15 pages)

Advance practice behaviors 1A, 2A, 3A & 3B. Student learning outcomes 2, 3, 4 & 5.

DUE DATE: 1/6 at 11:59pm

30 points

Groups will be assigned based on student’s interest in a specific policy (Discussion Board #1). The instructor will assign groups online by 12/20.

Analyze a policy that has specific implications for managed health care. The 12-15 page policy analysis paper (not including references) should be in 12 point, double-spaced font.

See the rubric posted in Blackboard and Paper outline for more information about this assignment. A minimum of 10 sources are required, in addition, to the required readings and textbook references, which you may use. Acceptable sources include social work or related fields’ journals, scholarly periodicals, statutes, legislative histories and committee hearings/reports. Citations and reference list must be in APA format, and reference list is not included in the page limit. Students are encouraged to work with the Writing Resources through the School of Social Work on this assignment.

Your policy analysis must include the following elements as subheadings:

- **Background**-introduce the policy and reference the original source. Provide a background of the policy and problem the policy tries/tryed to address.
- **Managed Care**-How the policy implemented, altered, or affected managed care and the way services are provided;
- **Vulnerable Populations**-How the policy affected more than one (if applicable) vulnerable populations in different ways, including people with mental illness, older adults, and people with different abilities;
Equitable Access—How does this policy promote (or not promote) equitable access to services by race, ethnicity, age, gender, or disability;

Ethical/Legal Implications—What are some of the ethical and legal implications of the policy? Give evidence of at least one ethical or legal dilemma that could occur, and how it could be resolved with examples of positive and negative

Recommendations—What are your recommendations for policy improvement (you can make recommendations based on other policies from different states or countries that are proven effective)

Case Example—Provide a vignette or case example of how this policy affects a specific individual who is ill, seeking (or not) health care from a provider, on a managed care. Be specific.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

As the instructor of this section, active participation in Blackboard is required.

G. Grading

All assignments due by 11:59p on the day of the due date. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

Expect the instructor to grade assignments within two weeks of the due date. Please do not ask when grades will be assigned before the two-week period. If a student has a question regarding his/her grade check the gradebook on Blackboard. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet of via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

Suggestions for earning a good grade:
The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:
First—Read and view the assignments
Second—Ask your question regarding the course materials through an e-mail to the professor or the “Ask the Instructor” Discussion Board
Please keep in mind that asking a question regarding the course materials before you turn in your assignment is much better than asking your question about your grade.

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
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<tr>
<td>69.9-60</td>
<td>D</td>
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</table>
59.9 or lower | F

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Discussion Boards (DB)-10</td>
<td>40</td>
<td>Daily Opens at midnight and closes at 11:59pm</td>
</tr>
<tr>
<td>4 points per DB</td>
<td></td>
<td></td>
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<tr>
<td>Group Paper</td>
<td>30</td>
<td>1/6 @ 11:59pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>1/10 @ 11:59pm</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**H. Make-Up Exams**

Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

**Discussion Board posts are not accepted late and cannot be made up.**

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Note: The following Web Sites not only define plagiarism, but also provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry)-http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
- Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services)-http://www.indiana.edu/~wts/pamphlets.shtml

**I. Course Schedule**

Daily DB

<table>
<thead>
<tr>
<th>Module &amp; Date</th>
<th>Course Topics</th>
<th>Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Introductory Concepts in Managed Care</td>
<td>Daily Discussion Board (DB)</td>
<td>1) Kongstvedt: Ch. 1</td>
</tr>
<tr>
<td>December 17th</td>
<td>History of managed care and insurance in the US</td>
<td></td>
<td>2) Barr: Preface, Ch. 2</td>
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<tr>
<td></td>
<td>Health care and the market economy</td>
<td></td>
<td>&amp; 5</td>
</tr>
<tr>
<td></td>
<td>Health insurance, HMOs and the managed care revolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding Managed Care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Module 2  | December 18th | Historical Perspective: Managed Care & Medicare  
Medicare: Universal health insurance for elderly people  
Medicare and managed care from social work perspective | Daily DB | 1) Barr: Ch. 8  
2) Kongstvedt: Ch. 7 (pp.239-254) |
|---|---|---|---|---|
| Module 3  | December 19th | Historical Perspective: Managed Care & Medicaid and the State Children’s Health Insurance Program (S-CHIP)  
Medicaid managed care from the social work perspective  
Difference between Medicare and Medicaid | Daily DB | 1) Barr: Ch. 7  
2) Kongstvedt: Ch. 7 (pp.254-261) |
| Module 4  | December 20 | Current Perspective: Managed Care Issues in the Patient Protection & Affordable Care Act (ACA or Obamacare)  
The ACA and the politics of health care reform and market  
Cost control under the ACA | Daily DB | 1) Barr: Ch. 1  
2) Blackboard Readings |
| Module 5  | December 21st | Current Perspective: Managed Care Issues for Long-Term Care, Elderly Adults, and Individuals with Disabilities  
Managed care in nursing homes, hospice, and home health care  
Medicaid managed care initiatives and payments | Daily DB | 1) Barr: Ch. 11  
2) Blackboard Readings |
| Module 6  | January 2nd | Current Perspective: Managed Care Issues in Mental Health and Substance Abuse  
The mental health parity and addiction equity act  
How social workers cope with managed care in MH  
Critique of managed care mental health treatment model  
Current Perspective: Ethics and Cultural Values in Health Care Policy and Managed Care  
Institutions that drive health care  
US health care & costs compared to Canada | Daily DB | 1) Blackboard Readings  
2) Barr: Ch. 3 |
| Module 7  | January 3rd | Current Perspective: The Uninsured, Barriers to Health Care, & Future Directions of Managed Care Reform  
Who are the uninsured  
State vignettes on reducing the percent of uninsured  
Racial bias in access to care  
Rationing: is it inevitable? | Daily DB | 1) Barr: Ch. 8, 12 & 13 |
| Module 8  | January 4th | Work on finalizing group paper | Group Paper due 1/6/19 at 11:59pm | No assigned reading |
| Module 9 | January 7th | **Current Perspective: For-Profit Care; Pharmaceuticals & Managed Care**  
The movement toward for-profit models of managed care  
Conflicts of interest in pharmaceutical sales  
Managed care efforts to control expenditures  
**Application: Payment and Reimbursement in Managed Care**  
Arguments for and against capitation  
Risk vs. non-risk payment  
Charge master/charge description master  | Daily DB | 1) Kongstvedt: Ch. 4  
2) Barr: Ch. 9 & 10 |
| --- | --- | --- | --- | --- |
| Module 10 | January 8 | **Application: Coverage and Types of Health Care Plans**  
Benefits, cost sharing, and bearing risk  
Types of payer organizations  
The continuum of managed care  
**Application: Providers and Organization of Managed Care**  
The managed care provider network  
The health professions and organization of health care  
Network adequacy standards  | Daily DB | 1) Kongstvedt: Ch. 2 & 3  
2) Barr: Ch. 4 |
| Module 11 | January 9th | **Application: Accreditation, Quality Management, and Laws and Regulations Related to Managed Care**  
Prevention and medical necessity  
Utilization and appeals  
Federal oversight of managed care organizations  | Daily DB | 1) Kongstvedt: Ch. 5 & 8 |
| Module 12 | January 10th | Complete Final Exam | Final Exam due at 11:59pm |  |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievances**


**L. Student Support Services**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses:
http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page......................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians..................... http://library.uta.edu/subject-librarians
Course Reserves...................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ......................... http://library.uta.edu/how-to
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian............................ http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wwweb.uta.edu/aoa/fao/).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to
provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**P. Non-Discrimination Policy**

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

**Q. Title IX Policy**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

**R. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](http://library.uta.edu/plagiarism/)

**S. Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important
deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.