

American Medical Student Association

AMSA Academy

Health Care for All Scholars Program

2019-2020

Mondays at 7-8 pm EDT/EST

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Grading: Pass/Fail (see below for Completion Requirements)

I. Course Description

Over the last few decades the United States has witnessed skyrocketing health care costs and an unacceptably high uninsured population. With the Patient Protection and Affordable Care Act (PPACA) and the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA) becoming law, many of these challenges within the US health care system are being addressed. While much progress has been made over the last few years, there is still work to be done. The Health Care for All Scholars Program will provide a training ground for physician leaders – established by students, for students - and strives to empower medical students to create meaningful change in the health care system. Combining didactics with experiential learning, the program will build on key principles of topics in universal health care while guiding students through the core competencies of leadership and project implementation.

The Health Care for All Scholars Program will explore the definition of universal health care and use this as a lens through which the past, present, and future states of the US health care system will be viewed. This program is based on the core principle that everyone should have access to quality and affordable health care, regardless of social and economic factors. In addition to discussing the ACA and MACRA, the Health Care for All Scholars Program will also examine disparities among groups of health care users and how those disparities impact access and treatment from a variety of viewpoints. Along with building an argument for this perspective, the program will provide Scholars with practical skills and tools to educate their peers and organize advocacy initiatives in their communities. We will accomplish this through discussions with national experts and by studying current initiatives from around the country.

II. Course Objectives

By the end of this Scholars Program, scholars will:

- Understand the Affordable Care Act and MACRA legislations.
- Understand how the expansion of Medicare/Medicaid will impact access to health care.
- Understand the 'Single Payer' and 'Mixed Payer' models of health care.
- Understand factors that limit patients access to health care.
- Examine the differences in access to health care services across different populations.

- Understand how to promote and advocate for health care changes.

III. Format and Procedures

This course will be structured similarly to any introductory college course taken at your local university, though with an emphasis on efficiency and time management. We don't want this course to be a burden on you but we do expect a certain degree of progress by scholars. The course will largely be conducted via webinar using an online-based web conference platform.

The HCFA Scholars Program will have 5 main expectations: attendance at the scheduled webinars and completion of: pre-webinar assignments, post webinar assessments, discussion forums, and a final project. Each of these expectations have been outlined below:

- **Attendance:** All scholars are expected to attend at least 80% of the webinars live unless they can provide evidence of a suitable time conflict (living in an extreme time zone). We plan to hold 10 scheduled webinars, therefore allowing everyone to miss a maximum of 2 webinars. As our guest speakers are taking time out of their busy schedules to have discussions with us, their time should be respected. Logging into a webinar more than 15 minutes late will be considered an absence unless prior notification has been given. If you are unable to attend, it is required that you watch the recorded version of the webinar, and write a reflection of the webinar to obtain make-up credit for attendance. Furthermore, to ensure that everyone is actively engaged in the seminars, attendance will be marked by 2 aspects: your presence and participation. The minimum requirement for the participation aspect of 'attendance' is that the scholar provides 1 meaningful question or comment during the webinar.
- **Pre-Webinar Assignments:** Prior to each webinar, particular resources will be provided so that students may familiarize themselves to the topic that will be presented in the upcoming webinar. Being familiar with the topic will aid in better comprehension as well as interaction with peers and/or presenters. These resources will vary from module to module, but may include a combination of videos, journal articles and etc. Students are expected to satisfactorily demonstrate their understanding of the material by completing the pre-webinar assignments before the webinar begins. The Pre-Webinar assignments will be formatted as a quiz consisting of ≤ 5 questions, assessing your understanding of the assigned learning resources.
- **Post-Webinar Assessments** At the conclusion of each webinar a Post-Webinar Assessment will be available for students to complete. Similar to the formatting of the Pre-Webinar Assignment, the Post-Webinar Assessment will be a quiz consisting of ≤ 5 questions assessing scholars on what was taught in the module.
- **Discussion Forums:** Monthly discussion forum questions based on current learning topics will be posted. Scholars will then be expected to submit 1 original discussion post and then provide feedback to their peers, by replying to at least 1 other scholar's discussion post. While it is recommended that scholars be involved in the discussion forums more than the bare minimum, satisfactory completion of the minimum requirements will be noted for course completion.

Final Project: The final project is a comprehensive project that will demonstrate and reflect everything that the HCFA Scholar has learned throughout the HCFA Scholars Program. While the overall goal of this course is to equip scholars with the necessary knowledge concerning the moral principle that everyone should have access to affordable and quality healthcare, the final project will enable scholars to utilize what they have learned to design and implement projects of their own passions, interests, and motivations in correlation to the HCFA course curriculum. For the most part, the Final Projects are open-ended, as we will encourage and support our scholars in

coming up with their own productive and effective ways to advocate and address the matter of universal healthcare, whether it be through actively designing projects aimed at engaging in educating society or by organizing advocacy initiatives in one's community. However, we also understand that a more ideal route to effectively advocating for 'healthcare for all' would be through initiatives that would directly impact policies, legislation, and/or healthcare reforms. Thus, the HCFA Final Project will ultimately require scholars to submit a 5-7 page long '*Final Project Paper*' either: documenting the personal project that the Scholar has decided to design and implement OR a formal research paper in which the scholar will be expected to conduct thorough research based on a specific topic of their choosing to produce a high quality paper. Scholars will have 4 Project Check-Ins, where students will submit work to show their progress in what they have done in regards to their Final Projects. It is to be reminded that these final projects may potentially be presented by scholars at the poster session at the 2018 AMSA National Convention. Scholars will have several opportunities to discuss and refine their project ideas and to touch base with the course directors in the months leading up to the due date. A more detailed rubric/set of guidelines and expectations will be given to students at the start of the HCFA Scholars Program.

Course Credit

In past years, some scholars have been able to receive academic credit from their home institutions. AMSA is unable to guarantee that such credit will be awarded by your university. The award of academic credit is at the discretion of your home university and is often associated with successful completion of the program requirements. While we cannot guarantee that any credit will be provided, we may be able to assist with the collection of supporting documentation, if necessary.

IV. Expectations of Scholars

In order for a scholar to effectively learn and apply the skills presented in this program, it is crucial that each scholar participate in each aspect of the program. We see our mission as training physician leaders in order to transform the faces of medicine and health care.

The expectation is that each scholar will be prepared with recommended readings, participate in group discussions, and attend all the webinars. There will also be short quizzes associated with the readings. In total, we expect that each month will require approximately 2 hours of webinar time plus outside preparation time. We anticipate that the tasks will be flexible in nature and not a significant strain on your schedule. Scholars will also be encouraged to design and implement projects related to Health Care for All. Scholars are encouraged to attend the 2018 AMSA National Convention, including Lobby Day. However, attending the 2018 National Convention is not mandatory to participate in the program.

All scholars are expected to respect the opinions of others, including the guest speakers, course directors, and other scholars. Over the course of this program, scholars will likely be exposed to new ideas and opinions. Nobody is necessarily expecting you to change your personal beliefs or values based on the statements of others but everyone is expected to listen to and engage with other ideas. Scholars will be given one warning if their conduct is inappropriate or disrespectful towards others; any additional incidents may result in removal from the Scholars Program.

V. Completion Requirements for Certification

- **Webinar Attendance**
 - *Domestic Students and International Students in the Caribbean and the Americas:*
 - Presence: Must attend 80% of webinars (can miss up to 2 out of the 10 webinars)

- Participation: Min. requirement of 1 meaningful comment/question during webinar
- o *International Students in Europe, Asia, Africa, and Australia*
 - Must watch 80% of recorded webinars within 48 hours of the original session
- **Pre-Webinar Assignments**
 - o Complete each Pre-Webinar Assignment before respective Webinar begins
 - o Total of 10 Pre-Webinar Assignments to be completed
- **Post-Webinar Assessments**
 - o Complete each Post-Webinar Assessment after respective Webinar ends
 - o Total of 10 Post-Webinar Assessments to be completed
- **Discussion Forums**
 - o Complete monthly discussion forums by submitting 1 original post and replying to at least 1 other Scholar's Discussion Forum post
 - o Total of 5 Discussion Forums to be completed
- **Final Project**
 - o Requirements
 - Scholars should focus on an issue that they are passionate about relating to the concept of health care for all
 - Project will include a combination of the tenants of advocacy, education, and/or engagement. Scholars may also choose to focus on one of these tenants as well.
 - o Guidelines
 - It is recommended that scholars discuss their ideas with the course directors early in the program. The course directors will help you refine your ideas into projects
 - Select a topic that you're passionate about. Perhaps consider a topic that directly impacts your community
 - Your project will be submitted as a written document explaining the purpose of the project and how it's connected to the Health Care for All concept
 - o Examples of Project Ideas
 - Pick a piece of health care legislation and write an opinion article for your local newspaper or have a meeting with a legislator about that legislation
 - Pick a topic in the Health Care for All umbrella and design a course related to that topic by creating a syllabus or give a lecture on that idea
 - Put on a community event related to Health Care for All and explain how that event benefits health care for a local population in need

VI. Inclusivity Statement

We understand that our members represent a rich variety of backgrounds and perspectives. The American Medical Student Association (AMSA) Academy is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Appreciate the opportunity that we have to learn from each other in this community.
- Value each other's opinions and communicate in a respectful manner.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and within the AMSA community.

VII. Course Schedule: (Subject to change to accommodate guest presenters' needs)

Date	Topic	Tentative Final Project Timeline
10/07/19	HCFA SP Introductory Meeting	
10/14/19	Module 1: History of Health Reform & the Affordable Care Act and MACRA	<u>Project Check-In # 1: November 20, 2019</u> HCFA Scholars must submit their Final Project Proposals/Thesis Statements
10/28/19	Module 2: Roadmap to Health Care for All: Single Payer, Public Option	
11/11/19	Module 3: Medicaid Expansion & State-Based Initiatives	
11/25/19	Module 4: The Rising Burdens of Health Care	<u>Project Check-In #2: December 20, 2019</u> HCFA Scholars must submit their Final Project Outlines
12/09/19	Module 5: The Rising Costs of Health Care	
01/13/20	Module 6: Health Disparities: The Roadblocks Preventing Health Care for All	<u>Project Check-In #3: January 20, 2020</u> HCFA Scholars must submit a Final Project Rough Draft.
01/27/20	Module 7: Is this just an American issue? An Overview of Health Care Access in other countries	
02/10/20	Module 8: How to Identify a Health Care Burden in your Community and What you can do about it	<u>Project Check-In #4: February 20, 2020</u> Final Projects are due.
02/24/20	Module 9: Roles in Health Care Reform: Organizing, Coalition-Building, Communication	
03/09/20	Module 10: Introducing Patient-focused Advocacy into your Education and What you can do About it	