

Welcome!

This course is designed to provide you with an overview of the U.S. health system, including a sampling of the skills and tools applied within the disciplines of health policy and health administration. Upon successful completion of the course, you will have a working knowledge of health services terminology, recognize basic health care concepts, distinguish between various components of the health care delivery system and be able to apply concepts learned in the analysis of a public health problem.

The knowledge you gain through this course will contribute greatly to your mastery of core competencies identified as essential by leaders in the field of public health, including the Association of Schools of Public Health (ASPH). Specifically, topics covered in this course address or will help prepare you to meet several related competencies required by individuals who earn an MPH. These include:

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply "systems thinking" for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

The 3.0 credit course begins with an examination of the evolution of the U.S. healthcare system, highlighting major trends and events that led to the system we have today. Following a review of history, the course focuses on three major aspects of the U.S. health care system: health care finance, delivery and consumers. Knowledge in these areas is essential to understanding and appreciating current issues relating to how and for whom health services are provided, how well they are provided, and at what cost.

This course illustrates the interdependence of public policy and healthcare administration in shaping health services. From the public policy perspective, we will review the roles of interest groups, the policy process, and the federal bureaucracy in shaping the health care system. On the administrative side, we will examine determinants of access, cost and quality of care and how they are managed. Additional lectures introduce ideas about the rationale for health policies and the role of law and ethics in the health care system.

Public health, in its broadest sense, is dedicated to assuring the conditions in which people can be healthy. Health policy professionals contribute to the public's health by recommending policies and programs for health care financing and delivery that will produce benefits for the greatest number of people at an acceptable cost and level of quality. Health administrators, on the other hand, are responsible for determining the most effective and efficient approaches to implementing these policies and programs.

This course emphasizes concepts that are key to making effective health policies, including knowing the players, understanding the policy process, and considering social values. We'll link concepts of health policy and administration to demonstrate the relationship of good policy to effective administration. The material covered in this course is relevant to any public health professional interested in developing or administering public health programs and policies. If you would like to develop policies and administrative systems that improve the public's access to care, reduce health care costs and increase the quality of health services, this course will be of value to you.

Getting Started

In this course we will be using the Blackboard course management software. If you are unfamiliar with Blackboard, you may want to look over the [Blackboard Student Guide](#). If this is your first time taking a course here at UNC-CH, you will need to obtain a login and password, in order to login to Blackboard. Here at UNC-CH we call logins "Onyens" (Only Name You Will Ever Need). If you need an [Onyen](#) check out this link.

You should also check to make sure your contact information is correct in Blackboard in case we need to contact you. In particular make sure the email that is listed in Blackboard, is an account you check frequently. See the "Updating Your Email" section on the [Blackboard Student Guide](#) for more information on how to change your email.

Course Objectives

By the end of this course you will be able to:

- Identify major trends in the U.S. health care system
- Interpret the consequences of key events on health care professions, organizations, and financing
- Differentiate between various healthcare delivery and financing systems
- Relate changes in access, cost and quality of health services to various perspectives and stakeholder positions
- Design alternative approaches to address significant health care issues
- Evaluate and choose from a variety of healthcare perspectives and options when making decisions
- Articulate your views on major challenges facing our health care system today
- Appreciate the ethical dilemmas inherent in solving today's health care problems

- Assess the extent to which your perspective on these and other issues may have changed during this class

As described in detail in the course “Welcome”, these learning objectives are designed to help you master core competencies identified as essential by leaders in the field of public health and required by individuals who earn an MPH.

Teaching Methods

In HPAA 600, the following methods are used for instruction:

- [Readings](#)
- [Tutorials](#)
- [Activities](#)
- [Group Discussions](#)
- [Journal](#)
- [Case Analysis](#)
- [Optional Course Paper](#)

Readings

Readings are assigned for every lesson in the course. The readings have been selected to provide you with important concepts and illustrations of the material that will be covered in the tutorials. Complete the readings first, prior to tutorials or activities. The course text is the source of most of the readings. However, supplemental readings are also included in some lessons and are linked online.

Tutorials

Most lessons in this course have a tutorial. Tutorials are lectures that are delivered online. You are able to view slides for the tutorial and hear an audio recording of the lecture. The tutorials highlight major concepts and issues for the lesson but do not cover in depth all of the material for the lesson. You may benefit from printing out the tutorial outline in advance and taking notes on the outline as you listen to the audio lecture.

Activities

Activities are included for most lessons in the course. The activities are designed to provide specific examples of the material covered in the lessons. For example, when we focus on the cost of health services, you will visit the Centers for Medicare and Medicaid web site to examine the costs of health services in the U.S. and answer questions. The activities provide immediate feedback by revealing a "model answer" for each question upon submission of your response.

Group Discussions

Discussion forums are designed to give you an opportunity to interact with classmates while you examine and share ideas about a range of timely topics relating to the course. Details on participation requirements are provided in the *Requirements and Evaluation* section of the syllabus.

Journal

One of your assignments in the course is to read the Pulitzer Prize-winning book *The Social Transformation of American Medicine* by Paul Starr. For each chapter, you will write a brief (not more than one single-spaced page) journal entry. Journal entries should be reflective and may address such points as what you learned that surprised you, what you agreed or disagreed with, how you might apply what you've read to a work situation, how the information may have influenced your view on the topic, etc. **Journal entries should NOT simply summarize or reiterate what the author wrote.** Entries may incorporate reactions to other course readings as well but must include discussion of the Starr book.

Case Analysis

To integrate concepts from this course, you will be asked to complete a two-part case analysis. You will choose one of two cases to examine:

Case 1. The Hurricane Katrina disaster.

The first part of the case study includes questions related to the policies that led to the breakdown of public health and safety in the wake of the disaster. The second part includes questions about administrative issues that contributed to the problems. This is an individual assignment and is the summative activity for the course.

Case 2. The Milwaukee cryptosporidium outbreak of 1993.

The first part of the case study includes questions related to the policies that led to the breakdown of the water system in Milwaukee, Wisconsin. The second part includes questions about administrative issues that contributed to the outbreak. This is an individual assignment and is the summative activity for the course.

Optional Course Paper

Students who wish to earn an H grade in the course will complete an additional assignment in the course.

The assignment is to write a short paper on *The Social Transformation of American Medicine* by Paul Starr, fashioned as an epilogue for the story that currently ends at the time of the book's publication in 1982. You may take some creative license in crafting a

"final chapter" of the book, focusing on a specific aspect of U.S. health care of particular interest (prescription drugs, managed care, health insurance or health care reform, etc), describing and commenting on the current state of affairs of the U.S. health care system and its evolution from 1982 to 2006. You may take a point of view or express an opinion, but it must be supported in the paper. You may discuss your approach to the assignment with the instructor and get additional guidance as needed. Examples of past students' work are [linked here](#). ***Turn in your paper by uploading it to Blackboard through the Option Course Paper Button. The file must be labeled with your name and "Starr paper." If you choose this option, be sure to advise your TA as well that you are submitting the optional paper so that he/she will be on the lookout for it.***

Evaluation and Requirements

This course employs a two-tiered grading scheme:

Tier 1 – P Grade

Completion of all required course components with a total score of 70% or greater earns a P grade (or a B at the undergraduate level).

Tier 2 – H Grade

Completion of all components of the course with a total score of 85% or greater plus satisfactory completion of an additional assignment - a final course paper on *The Social Transformation of American Medicine*, by Paul Starr - earns an H grade (or an A at the undergraduate level).

Completion of an electronic course evaluation is also a required component of the course.

Weighted value of course components toward final grade:

Activities	25%
Discussions	25%
Journal	25%
Case Analysis	25%

The final paper, for those working toward an H grade, is scored pass/fail but must be of satisfactory quality.

Course Components

Activities: Activities are a required part of each unit of the course. The activities illustrate important principles through examples or applications. Better responses are those that thoughtfully integrate concepts from the lesson and are well written. You will see a model answer after submitting each activity, but TAs will read all responses and assign a grade.

NOTE: It is not possible within Blackboard for TAs to record comments on individual activities for students to see, and the size of the class also limits the extent to which TAs can send individual remarks via email on each activity assignment. Students are encouraged to contact their TA if they have questions about how an activity was graded.

Discussions: The class will be divided into discussion groups of 8 to 10 students each. Questions will be posted at the outset of each discussion period, and a teaching assistant will serve as discussion moderator. The role of the TA is to monitor participation and provide guidance if necessary. TAs will not be active in the discussion.

You will be required to participate in four online discussions during the specific time periods posted in the Course Materials section, contributing at least 3 quality posts for each. All of the information you will need to complete the discussion can be found inside the discussion board. At the end of the discussion period, one person from each group will submit a summary of the discussion by posting it to the discussion forum. Groups will designate which member will submit this summary. The group member who writes the summary can count it as one post. The first question of each discussion assignment is designed to get you thinking individually about the specific topic, while the second question asks you to consider how others in your group have responded and to carry the conversation a bit further. In order to facilitate an exchange of ideas -- rather than everyone waiting until the last minute to post, as can happen -- you are required to post to the discussion forums according to the following schedule:

1. Post your response to the first question no later than the first Thursday of the discussion period.
2. After reading the responses of others in the group, post a response to the second question no later than the following **Monday**.
3. After reading other responses to the second question, respond to the post of at least one of your group members, elaborating on a point they have made or raising further questions or issues suggested by their post. Make your final posts no later than the last scheduled day for the discussion.

Partial credit will be given if a student posts fewer than three times during a given discussion period.

For more general information on how discussion forums work and on common rules of netiquette, please see take a look at the [Netiquette guide](#). To see examples of what students in past terms have posted to the discussions, take a look at these [sample posts](#).

Case Analysis: The case analysis in the final unit of the course gives you an opportunity to apply your knowledge of health policy and administration to a real world case. The activities for this unit will serve as a summative exercise for the course and are weighted more heavily than those in the earlier units.

Journal: As previously mentioned, one of your assignments in the course is to read the Pulitzer Prize-winning book *The Social Transformation of American Medicine* by Paul Starr. For each chapter, you will write a brief (not more than one single-spaced page) journal entry. **Journal entries should NOT simply summarize or reiterate what the author wrote.** Entries may incorporate reactions to other course readings as well but must include discussion of the Starr book.

Journals may be kept in one of two different formats; in a Word document or through the use of a [blog](#) (web log). You are free to choose which format you want to use to keep your journal. If computers or the Internet is new to you, we recommend that you keep your journal in a Word document. Please be aware that the instructor and teaching assistants are not able to help you learn how to use blogging software. So, if you choose to use a blog for your journal assignment, you must learn how to use the software on your own. There are many different kinds of free blogging software available for you to use to complete your journal. Some are: [Blogger](#) (we feel this is the easiest to use), [Word Press](#), [Live Journal](#), and [Blogware](#). A link to an example of a blog that was created for a different class can be found [here](#). This example shows how links, pictures and comments can add to your journal.

Please be aware that anything posted on a blog can potentially be read by anyone on the Internet. Therefore, we recommend that you refrain from putting any personal information including your name, contact information, or information about your friends/family on your blog. You are welcome to post the address to your blog on your homepage or in the group introductions in Blackboard so that your classmates can read and comment on your thoughts. However, it is also fine if you choose to keep your thoughts about the readings private.

Journals must be turned in by Midnight EST on **April 27**. Please upload all Word documents and submit all blog addresses using the Journal button. (Instructions can be found under the Journal button)

Optional Paper: Students who wish to earn an H grade will read the Pulitzer Prize-winning book *The Social Transformation of American Medicine* by Paul Starr and write a short paper, *not to exceed 5 single-spaced pages* that will serve

as an epilogue for the story that currently ends at the time of the book's publication in 1982. Students may take some creative license in crafting a "final chapter" of the book, focusing on a specific aspect of U.S. health care of particular interest (prescription drugs, managed care, health insurance or health care reform, etc), describing and commenting on the current state of affairs of the US health care system and its evolution from 1982 to 2005. Students may take a point of view or express an opinion, but it must be supported in the paper. Students may discuss their approach to the assignment with the instructor and get additional guidance as needed. Examples of past students' work for comparison are [linked here](#).

UNC HONOR CODE

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (6-4042).

A word about application of the UNC honor code to the activities and other assignments in this course: Among other things, the honor code essentially requires that your work be your own, and that ideas that are not yours are acknowledged and appropriately cited. For this course this means two primary things:

1) You should work on all components of this course completely independently, and you should not discuss responses to any course assignments with anybody but the TA or instructor.

2) Course materials should support your responses, not entirely comprise them. Material like the transcripts of lecture notes or readings should not be copied verbatim as a response to a question. If you do this and properly cite it, you are probably in accordance with the honor code, but you are not demonstrating your understanding of the material. Certainly there are certain terms whose definitions are pretty universal and can only be described in a few ways, and this is fine,

though you should provide a citation. In general, anything you submit for grading should be in your own words.

Should the need for citation arise: I don't particularly care what citation style you use, so long as it includes the basics that would allow someone else to find the citation you mention. If you're looking for a suggestion, APA style is always fine; examples of these citations are available at http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html

Course Schedule

You are required to participate in an introductory assignment and discussion forums during the following weeks:

Introductions: Week of January 15. Use this week to get familiar with members of the course and members of your small groups. First, create a homepage in Blackboard. For instructions, follow this [link](#). Also take some time to [view](#) other student's homepages in Blackboard. Next, briefly introduce yourself to your small discussion groups. The link can be found under the Group Discussion button.

Discussion 1: February 4 to February 14

Discussion 2: February 25 to March 7

Discussion 3: March 17 to March 27

Discussion 4: April 8 to April 17

Discussion forums are scheduled to coincide with completion of other course materials so that, generally, the topics you will be discussing in your groups will be supported by the material you will be learning in each unit. In order for discussions to be productive, it's important that you keep up with the schedule posted below. We highly recommend that you complete work in each unit by the dates below to help ensure you will complete the course on time.

By Monday, January 14, you should have all necessary programs loaded on your computer. See [skills test](#).

By Friday February 8, you must have completed Unit 1.

By Friday, March 7, you must have completed Unit 2.

By Friday, April 4, you must have completed Unit 3.

By Friday, April 25, you must have completed the course.

Note: Optional Starr papers must be uploaded to Blackboard by midnight EST on Sunday, April 27. Late papers cannot be accepted.

Calendar

All dates are included on the Blackboard calendar. To access the calendar click the "Tools" button and then select "Calendar". You are able to view the entire class schedule by using the day, week, month and year tabs. It may be helpful to view the calendar frequently to keep yourself on schedule.

Reading Materials

The following books are required and available for purchase at the Health Affairs Bookstores and through most online book stores:

Kingdon, John W. (2003). *Agendas, Alternatives, and Public Policies, Second Edition*. Addison-Wesley Educational Publishers Inc.

Starr, Paul, *The Social Transformation of American Medicine*, New York: Basic Books, 1982.

Williams, Stephen J. and Paul R. Torrens, *Introduction to Health Services*, Seventh Edition (preferable) Sixth Edition (still perfectly acceptable), Albany, NY: Delmar Publishers Inc., 2008 & 2002, respectively

All other required readings are available online on the course website.

Readings by Unit:

UNIT 1 Overview of the U.S. Health System

Lesson 1: Evolution of the Health System in the United States of America

W&T 7th Ed: Ch 1: Understanding Health Systems,
or, 6th Ed: Chs 1: Historical Evolution and Overview of Health Services in the
United States

Paul Starr (Book One) Introduction and Chapter 1: Medicine in a
Democratic Culture, 1760-1850

Lesson 2: Delivering Health Services in the U.S.

W&T 7th Ed: Ch 7: Ambulatory Health Care Services and Organizations or, 6th Ed.
Chapter 2: Overview of the Organization of Health Services in the United States

(Optional) W&T Chapter 3: Medicine and Technology

Paul Starr Chapter 2: The Expansion of the Market

Lesson 3: Financing Health Care in the U.S.

W&T 7th Ed: Chs 4 & 5: Financing Health Systems and Private Health Insurance and Managed Care, or, 6th Ed: Chs 5 & 6: Financing Health Services, and Managed Care: Restructuring the System

How Private Insurance Works: A Primer (Kaiser Family Foundation)

- Reading is available online: <http://www.kff.org/insurance/2255-index.cfm>

Paul Starr Chapter 3: The Consolidation of Professional Authority, 1850-1930

Lesson 4: Consumers and Special Populations in the US Health System

W&T 7th Ed: Ch 3: Population and Disease Patterns and Trends or, 6th Ed: Ch 4: Historical Patterns of Illness and Disease and Access to Health Care in the United States.

National Standards for Culturally and Linguistically Appropriate Services in Health Care: Final Report (Office of Minority Health, U.S. Department of Health and Human Services)

- Reading is available online:
<http://www.omhrc.gov/assets/pdf/checked/finalreport.pdf>

Unequal Treatment: What Health Care System Administrators Need to Know About Racial and Ethnic Disparities in Healthcare

- Reading is available online:
<http://www.iom.edu/Object.File/Master/14/973/0.pdf>

Paul Starr Chapter 4: The Reconstitution of the Hospital

UNIT 2 Public Policy for Health Services in the US

Lesson 1: In Whose Interest? Stakeholders in U.S. Healthcare Policy

Kingdon, John W. (2003). Chapter 3: Outside of Government, But Not Just Looking In. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 45-70). Addison-Wesley Educational Publishers Inc.

Stone, Deborah. (2002). Chapter 9: Interests. In *Policy Paradox*, Revised Edition. (pp. 210-231). New York, New York: Norton.

- [Link to PDF](#)

Paul Starr Chapter 5: The Boundaries of Public Health

Lesson 2: How a Bill Becomes a Law

Kingdon, John W. (2003). Chapter 2: Participants on the Inside of Government. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 21-44). Addison-Wesley Educational Publishers Inc.

Paul Starr Chapter 6: Escape from the Corporation, 1900-1930

Lesson 3: The Rationale for Healthcare Policy in the United States

W&T 7th Ed: Chs 13 & 14: Trends and Understanding Health Policy and The Quality of Health Care, or, 6th Ed: Chs 15 & 16: Health Policy and the Politics of Health Care and Assessing and Improving Quality of Care

Paul Starr (Book Two) Chapter 1: The Mirage of Reform

Lesson 4: From Policy to Administration: Federal Bureaus for Health Services

W&T 7th Ed: Ch 6: Public Health: Joint Public Private Responsibility in an Era of New Threats or, 6th Ed: Ch 8:, and The Evolution of Public Health: A Joint Public-Private Responsibility

Paul Starr Chapter 2: The Triumph of Accommodation

UNIT 3 Administrative Overview of the US Health System

Lesson 1: Law and Ethics in Health Administration

W&T 7th Ed: Ch 15: Ethical Issues in Public Health and Health Services or, 6th Ed: Ch 17: Ethical Issues in Public Health and Health Services

Paul Starr Chapter 3: The Liberal Years

Lesson 2: An Administrative View of Access to US Healthcare

W&T Chapter 4

W&T 7th Ed: Chs 3: Population and Disease Patterns and Trends, or, 6th Ed: Chs 4: Historical Patterns of Illness and Disease and Access to Health Care in the United States

Paul Starr Chapter 4: End of a Mandate

Lesson 3: An Administrative Overview of Costs in Health Services

Chapter 1, *Financial Management of Health Care Organizations: An Introduction to Fundamental Tools, Concepts, and Applications*. By William Zelman, Michael McCue, and Alan Millikan. A Blackwell Business Published book.

- [Link to PDF](#)

Paul Starr Chapter 5: The Coming of the Corporation
(End of book)

Lesson 4: The Quality of Healthcare in the United States

W&T 7th Ed: Ch 14 The Quality of Health Care or, 6th Ed: Ch 16: Assessing and Improving Quality of Care

UNIT 4: Case Study: Cryptosporidium Outbreak or Hurricane Katrina

Lesson 1: Policy Aspects of the Cryptosporidium or Hurricane Katrina Case

Review readings and read the case study materials in lesson 1.

Lesson 2: Administrative Aspects of the Cryptosporidium or Hurricane Katrina Case

Review readings and read the case study materials in lesson 2.

Words to the Wise

It is recommended that you save **everything** that you submit to Blackboard or directly to the TAs or the instructor. Although it is unlikely, it is possible that assignments, grades, etc. can be accidentally erased/otherwise lost on Blackboard or in a sea of email.

For the most part, this course is self paced. Please do not fall behind! Try your best to keep on the recommended schedule.

If you need help, please do not hesitate to ask for assistance! Please do not hesitate to ask your TA for assistance. Also, campus librarians are available to help you locate information for this course. The following links from the UNC libraries help distance learning students utilize the resources provided by UNC libraries - [Main Distance Education](#), [Health Affairs Distance Education](#).

Frequently Asked Questions

How can I contact my TA or the instructor? Do I need to do anything to let them know I am in HPA 600?

The TAs and the instructor can be contacted by email or by phone (email is preferable). Many of the TAs and the instructor are also willing to meet with students in person. All contact information can be found in the Staff Information area of Blackboard. When contacting your TA or instructor please either put "HPAA 600" in the subject line of your email or please mention that you are in HPA 600 when leaving a message or speaking with a TA or the instructor.

Are there any other ways I can communicate with the TAs or the Instructor?

This semester we are also experimenting with a "chat" feature on Blackboard, which is similar to AOL Instant Messenger or Yahoo Messenger. Some TAs will be holding "virtual office hours" where students can ask questions throughout the week. The dates and times will be posted on the Staff Information area of Blackboard. You may ask questions to any TA, even if he or she is not your assigned TA.

Instructions for Using the Collaboration Tool

Please Note: We strongly encourage you to test your ability to access the Collaboration Tool at least a few hours before your group's scheduled chat. This will give you time to fix any access problems without missing the chat.

1. Click the "Communication" button from the menu.
2. Click on the "Collaboration" button.
3. Click on the "Join" button to the right of where Office Hours is listed.

4. This will take you to the Chat launch page. The Chat should launch in a new window automatically.
5. Depending on your browser settings, you may see one or more alerts asking you if you want to accept the site certificate or allow Active X controls to run. Click "Yes" or "OK" for any alerts you see.
6. In the chat window, you will see a list of participants to the left, showing you who has logged in. In the center of the window, you'll see the ongoing text of the chat. In the compose window, you'll be able to type in your chat messages. When you finish a message, press "Enter" on your keyboard to send your message to the chat screen.
7. If you have any trouble accessing the chat room, you may need to download the Java Plugin. You will see a link to do so on the chat launch page. Follow the instructions provided after clicking that link.

Tips if you cannot get the collaboration tool to launch properly:

If you cannot launch the chat room, click the link to download the Java plug-in. On the next page, follow the instructions; download the plugin installer to your computer (we recommend saving it to the desktop) by clicking on "Get Java Plug-in." Once you have downloaded the installer file, double-click on it to start the installation. Click through the installation. Return to the Blackboard page and click "OK."

Note that another reason you may have trouble with access to the chat room is if you are behind a network firewall or proxy server that shuts off internet access to specific ports on your computer. If you still experience trouble after installing the Java plugin, check with your network support person to find out whether your internet port access might be limited.

For additional information on how to use the chat software, see the following [link](#).

What should I do if I want to clarify an assignment, due date, or other course schedule or syllabus item?

1. First, double check Blackboard.
2. Email the TA (see Staff Information area for email addresses)
3. Email the instructor, Deborah Bender, at mdbender@email.unc.edu

What should I do if I need help with understanding course concepts or presentations?

1. Email the TA (see Staff Information area for email addresses)
2. Email the instructor, Deborah Bender, at mdbender@email.unc.edu.

What should I do if something is wrong with my computer or Blackboard?

1. Call 919-962-HELP 24 hours a day seven days a week for help with general computer problems.
2. If the problem is course specific:
 1. Email the TA (see Staff Information area for email addresses)
 2. Email the instructor, Deborah Bender, at mdbender@email.unc.edu. In the subject title of the email write: TECHNICAL HELP and your problem will be addressed as soon as possible.

Where can I look to find out my course grade?

At the end of each semester, you may check your grades on [Student Central](#). Login to the site using your Onyen and password. Then, click the "Go" button next to grades for the semester you want to view. It may take up to three weeks after you have completed the course before the grades will appear in Student Central. You can always email your TA to find out your unofficial grade.

How do I go about dropping this class?

From time to time, students find it necessary to drop this course. There are students from many different programs enrolled this course. Therefore, we recommend that if you want to drop the course, you contact the person who registered you for the course to learn about the proper procedures for dropping the course within your program. Depending on when you chose to drop the course, you may or may not receive a full or partial refund of your tuition. For more information on the specific date regarding the drop process, see the [registration calendar](#).

What if it's too late to drop the course?

There may be an option, with instructor approval, for you to take an "incomplete" in the course and finish it later. Check in with your TA if you think you will not be able to finish the course on time.

Where can I learn more about how to use Blackboard, email, the Web, my computer, or various kinds of software?

Look for information on your problem in the [Blackboard Student Guide](#).

Try out the School of Public Health [Online Skills Test](#).

Study the documents and links at [UNC's ATN Help](#).

Study the [ONYEN information website](#).

The [UNC Instructional Technology Response Center](#) has a 24 hour telephone number (919-962-HELP), a walk-in center available during daytime hours for specific consultation.

Use the UNC [Webmail](#) system to access your UNC email.